

# ANNUAL REPORT OF THE COMMISSIONERS OF THE DISTRICT OF COLUMBIA

---

FISCAL YEAR ENDED JUNE 30, 1925

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## Vol. IV REPORT OF THE BOARD OF EDUCATION



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GOVERNMENT PRINTING OFFICE  
WASHINGTON  
1925



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YEAR ENDED JUNE 30, 1925

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Vol. IV  
REPORT OF  
THE BOARD OF EDUCATION



GOVERNMENT PRINTING OFFICE  
WASHINGTON  
1925

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## REPORT OF THE PRESIDENT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA

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The last year has been one of great progress in our public schools. These schools are in better working condition, the administration of them more effective, and the morale of the system is perhaps better than ever before.

The legislation recently enacted, which fixed salaries from superintendent to janitor, has been of incalculable benefit. It has made certain that which was uncertain, has fixed by law that which has been a matter of contention, and has given to all employees a reasonable compensation for the service rendered.

The compulsory attendance law has made it possible to secure the attendance of all children for whom the schools are maintained, with a practical method of enforcement.

The 5-year building program, which Congress has wisely provided, will secure adequate housing facilities for all pupils at the end of that period, will relieve the schools of their overcrowded condition, and will enable the administrative and teaching forces to render much more effective and satisfactory service, both to themselves and to the public.

The most gratifying situation at the present time is the friendly and sympathetic feeling existing toward the schools. So far as I know there is no friction anywhere. The school board, the District Commissioners, the Bureau of the Budget, the Congress, the President, and the people are in practical accord, and all are deeply concerned in making the public schools here a model for the Nation. For this situation I feel that the school board owes an unusual debt of gratitude and should be especially thankful to the civic bodies and the press of Washington for their active support.

Since the last report the schools have lost through death one of their best friends, Alexander Tait Stuart, who for many years devoted his energy to the betterment of the schools in the position he held in the official family, including the superintendency. Mr. Stuart was a man of exceptional character and ability, and was endeared to all who knew him by his faithful service in all the relations of life.

There has been one change in the personnel of the school board. Capt. Julius I. Peyser was not an applicant for reappointment, and his place was filled by the appointment of Dr. H. Barrett Learned. May I say of Captain Peyser, however much he may have differed from me, that he was aggressive, active, and earnest in the discharge of his duties. His successor has previously been a member of the board, and by his training and experience is well fitted for helpful service.

I think it proper to observe that the superintendent, Dr. Frank W. Ballou, has been highly honored recently by his selection as president of the department of superintendence of the National Education Association, a distinction which he richly deserves, and which gives recognition to the Washington public schools which they never have enjoyed.

Because of the unusual achievements of the past year all may expect for the ensuing year greater services. The school board and the school officers can now give more attention to the school system, and with united and harmonious effort greater school efficiency may be secured.

JAMES T. LLOYD, *President.*

## SCHOOL CALENDAR

1925. Schools open (beginning of the first half year) : Monday, September 21.  
Thanksgiving holiday : Thursday and Friday, November 26 and 27,  
Christmas holiday : Thursday, December 24, 1925, to Friday, January 1, 1926, both inclusive.
1926. End of first half year : Friday, January 29.  
Beginning of second half year : Monday, February 1.  
Washington's Birthday : Monday, February 22.  
Easter holiday : Friday, April 2, to Friday, April 9, both inclusive.  
Memorial Day:<sup>1</sup> Sunday, May 30.  
Schools close (end of second half year) : Wednesday, June 23.  
Schools open : Monday, September 20.

## DIRECTORY OF BOARD OF EDUCATION

1924-25

### OFFICERS OF THE BOARD

Mr. JAMES T. LLOYD, *President.*  
Mr. ERNEST GREENWOOD, *Vice President.*  
HARRY O. HINE, *Secretary.*  
FRANK W. BALLOU, *Superintendent of Schools.*

Mr. JAMES T. LLOYD-----	709 Woodward Building.
Mr. ERNEST GREENWOOD-----	327 Mills Building.
Mrs. CORALIE F. COOK-----	341 Bryant Street NW.
Mr. E. C. GRAHAM-----	1330 New York Avenue NW.
Mrs. WILLIAM H. HERRON-----	Florence Courts.
Rev. F. I. A. BENNETT-----	651 Eleventh Street NE.
Capt. JULIUS I. PEYSER-----	Wilkins Building
Mrs. HOWARD L. HODGKINS-----	1821 Kalorama Road NW.
Dr. J. HAYDEN JOHNSON-----	1842 Vermont Avenue NW.

1925-26

Term expires June 30, 1926	
Mr. Ernest Greenwood	Mr. James T. Lloyd.
	Mrs. Coralie F. Cook
Term expires June 30, 1927	
Mr. E. C. Graham	Mrs. William H. Herron.
	Rev. F. I. A. Bennett

Term expires June 30, 1928	
Dr. H. Barrett Learned	Mrs. Howard L. Hodgkins.
	Dr. J. Hayden Johnson

<sup>1</sup>Care should be taken to ascertain any action of the Board of Education as to this holiday.

## OFFICERS OF THE BOARD

Mr. E. C. GRAHAM, *President.*

Mr. ERNEST GREENWOOD, *Vice President.*

HARRY O. HINE, *Secretary.*

FRANK W. BALLOU, *Superintendent of Schools.*

The Board of Education organizes each year at its meeting on the first Wednesday in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 3.30 p. m. in the Franklin Administration Building, Thirteenth and K Streets NW.

## REPORT OF THE SUPERINTENDENT OF SCHOOLS

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*To the Board of Education of the District of Columbia:*

LADIES AND GENTLEMEN: I have the honor to submit herewith the annual report of the superintendent of schools for the school year 1924-25, ending June 30, 1925.

While this annual report of the superintendent of schools is submitted to the Board of Education, it has been prepared with a view of making it of value not only to the Board of Education but to the citizens of the District of Columbia, District officials, the Bureau of the Budget and the Congress of the United States, all of whom are necessarily concerned with public education in the District of Columbia.

This report deals not only with some of the important administrative matters which have been considered during the past school year but also covers in some detail the progress which has been made during the past five years in putting into operation the educational program which has been developed and followed during that period.

Along with the account of the progress must necessarily be made a corresponding record of any lack of progress.

The school year 1924-25 was one of notable progress in public education in the District of Columbia. It witnessed the passage of two important laws, the compulsory school attendance law and the five-year school building program act. It witnesses an unusual number of changes in the administrative staff, made in accordance with policies heretofore adopted.

The school system is experiencing beneficial results from the operation of better salary schedules for all school employees. The morale among teachers and officers and other employees of the school system has been greatly improved as a result of better compensation. For the first time in years the supply of well-qualified teachers appears to be equal to or greater than the needs of the school system.

Detailed consideration will be given to many phases of the school system in the accompanying report, which is divided into six sections.

Section I deals with the unusually large number of changes made during the school year among the members of the administrative and supervisory staff.

Section II, on "Official action relating to school policies," contains a description of some of the more important subjects that have been acted on by the Board of Education during the school year.

Section III, entitled "The five-year school building program act," contains a detailed account of the preparation, need for, passage, and importance of the five-year school building program act.

Section IV, "The compulsory school attendance law," contains an account of the attempts to secure this legislation and the provisions

of the law which was approved and became effective on February 4, 1925.

Section V, entitled "Five years of educational effort," contains a detailed analysis of the recommendations made by the superintendent in his four preceding annual reports and the accomplishments during a period of five years looking toward putting those recommendations into effect. The recommendations are grouped according to four general subjects: Salaries and personnel, schoolhouse accommodations, improvements to buildings, and extensions of educational service.

Section VI, "Reports of officers," contains the reports of First Asst. Supt. Stephen E. Kramer; First Asst. Supt. Garnet C. Wilkinson; Asst. Supt. Robert L. Haycock; board of examiners, Divisions I to IX; board of examiners, Divisions X to XIII; chief medical and sanitary inspector of schools; and the director of community centers.

The superintendent desires here to make record of the cordial and helpful relationship which has existed during the past school year between the Board of Education and the school officials, on the one hand, and the Commissioners of the District of Columbia, the Bureau of the Budget, the President of the United States, the appropriating and legislative committees of Congress, and, finally, Congress itself, on the other. The attitude of all these officials has been helpful. They have shown keen interest in the needs of the school system, have indicated every desire to meet those needs, and during the year have taken many important steps looking toward the ultimate goal of placing the school system of Washington in a position of leadership among the city school systems of the country.

The superintendent expresses to members of the Board of Education his appreciation for their helpful cooperation and for their devotion of time and effort in furthering measures looking toward the betterment of the school system. The sincere and thoughtful support of the board has been a vital element in the noteworthy successes recorded in his annual report. The school year has been marked by the culmination of many outstanding achievements and the superintendent desires to share with the board members a feeling of pleasure and satisfaction from the results already achieved and the promise of educational progress which the future appears at this time to hold in store for the Nation's Capital.

Respectfully submitted.

FRANK W. BALLOU,  
*Superintendent of Schools.*

## I. CHANGES IN THE ADMINISTRATIVE STAFF

---

During the school year 1924-25 an unusually large number of appointments to the administrative staff were made, owing to the creation of additional positions in new legislation and to retirements, resignations, and death.

New positions created in the teachers' salary act approved June 4, 1924, and in the appropriations act for 1925 were as follows: Two first assistant superintendents, an assistant superintendent and chief examiner for the colored schools, chief examiner for the white schools, business manager, four assistant principals in high schools, two heads of department of physical training, and two principals of junior high schools.

A new position of director of school attendance and work permits was created in the compulsory attendance and school census law.

Vacancies caused by retirements and resignations were as follows: Two supervising principals and one director.

The position of director of intermediate instruction was made vacant by the death of Mr. Alexander T. Stuart, formerly superintendent of schools.

Certain positions had to be filled, as a result of promotions within the service, as follows: Head of the department of mathematics, divisions I to IX; chief accountant in the business department, and the principalship and assistant principalship of the Central High school.

Brief record is here made of these changes in the administrative staff.

### FIRST ASSISTANT SUPERINTENDENTS

The salary act approved June 4, 1925, creates the rank of and establishes a salary schedule for first assistant superintendents. The second deficiency act, fiscal year 1924, which was approved December 5, 1924, carried an appropriation for the two positions contemplated under the law, one for Divisions I to IX, and one for Divisions X to XIII. Accordingly, appointments were made December 18, 1924.

Stephen E. Kramer, principal of Central High School, but formerly for nine years assistant superintendent, was promoted to be first assistant superintendent of schools.

As first assistant superintendent of schools, Mr. Kramer will be the superintendent's deputy in Division I to IX. In the absence of the superintendent he will act as superintendent. He will have immediate charge of and be responsible for the general direction and supervision of instruction, organization, and management of the vocational schools, the six junior high schools, the five high schools, and the Wilson Normal School.

Garnet C. Wilkinson, assistant superintendent of schools since 1921, and formerly principal of Dunbar High School, was promoted to be first assistant superintendent of schools in Divisions X to XIII, in which division he will be the superintendent's deputy.

Mr. Wilkinson will have charge of and be responsible for the general direction and supervision of the instruction, organization, and management of vocational schools, two junior high schools, two senior high schools and the Miner Normal School, and will exercise general supervision over all other schools in which colored pupils are taught.

#### ASSISTANT SUPERINTENDENT AND CHIEF EXAMINER

The vacancy in the position of assistant superintendent of schools caused by the promotion of Mr. Wilkinson was filled by the promotion of Miss Marion P. Shadd, supervising principal of the eleventh division. In recommending the appointment of Miss Shadd, the superintendent furnished the Board of Education with the following statement concerning Miss Shadd:

"In the judgment of this office, the training and extensive experience of Miss Marion P. Shadd and the character of the services rendered by her in the Washington schools entitle her to promotion to the rank of assistant superintendent in charge of elementary schools, and to be the chief examiner for the board of examiners for colored schools. The period of service of Miss M. P. Shadd has been extensive and is as follows:

"Appointed to the service as teacher of eighth grade, John F. Cook School, 1877; appointed principal of John F. Cook School, 1882; promoted to principalship of Lincoln School, 1892; promoted to supervising principalship, eleventh division, 1908.

"In these several positions in the public-school system Miss Marion P. Shadd has served with marked success. Her record has been uniformly of very high rank. Her achievements in the field of educational leadership have been noteworthy. She has been conscientious in effort, constructive in her policies, and faithful and loyal always in her every official act."

Miss Shadd will supervise the elementary schools of Divisions X to XIII. In addition, she will also be chief examiner for the board of examiners for colored schools, as provided in section 14 of the teachers' salary act.

#### APPOINTMENT OF MR. H. H. LONG

The vacancy caused by the promotion of Miss Shadd to a position as assistant superintendent was filled by the temporary appointment of Mr. H. H. Long as supervising principal, Division XI, on December 18, 1924.

The following statement indicates briefly Mr. Long's professional training and experience:

*Training.*—Bachelor's diploma in education, Howard University, 1915; B. S., Howard University, 1915; M. A., Clarke University, 1916; graduate work toward doctorate, Chicago University.

*Experience.*—Instructor of psychology, Howard University, 1916-17; dean and professor of psychology, Paine College, 1919-

1923; dean of the normal department and professor of education, Knoxville College, 1923-24; teacher of psychology and acting director of research, public schools, divisions 10-13, Washington, D. C., 1924 to date."

#### ASSISTANT SUPERINTENDENT FOR BUSINESS AFFAIRS

For a number of years the Board of Education has asked for an appropriation for the salary of a business manager, who should, under the superintendent of schools, have charge of the business aspects of the school systems. The appropriations act for 1925 carried a salary for the business manager equal to the salary of an assistant superintendent.

Accordingly, on July 8, 1924, Maj. Raymond O. Wilmarth, chief accountant in the public schools, was promoted to the new position of business manager. In presenting the nomination to the Board of Education, the superintendent submitted also the following statement concerning Major Wilmarth:

"Maj. R. O. Wilmarth obtained his secondary and collegiate education in St. John's College of this city and later took commercial courses and accounting in the Young Men's Christian Association and the International Correspondence Schools.

"He studied law at the National University. He was first appointed in the offices at the Franklin School on January 10, 1901. He was promoted to the position of financial clerk on September 1, 1916.

"During the World War Major Wilmarth was granted military leave and served in the office of General Crowder. He was reinstated July 16, 1919."

The salary act approved June 4, 1924, does not provide a specific salary for a business manager. It does, however, authorize the Board of Education to assign employees to appropriate salary classes in the salary schedule. The board has always asked for a salary for the business manager equal to the salary of an assistant superintendent.

Accordingly, on June 17, 1925, the Board of Education classified the business manager as assistant superintendent in charge of business affairs, thereby giving him the salary of an assistant superintendent, to become effective July 1, 1925.

#### CHIEF ACCOUNTANT

The vacancy in the position of chief accountant, caused by the promotion of Major Wilmarth, was filled by the appointment of Richard W. Holt, who was at the time chief clerk to the superintendent of repairs of the District repair shop.

In submitting his nomination the superintendent forwarded to the Board of Education the following statement from the business manager, who supervises the work of the chief accountant:

"I am transmitting herewith order for the appointment of Mr. Richard W. Holt as chief accountant, effective September 16, 1924.

"Mr. Holt received his education in Washington and Lee University and the University of Virginia.

"He has had experience as auditor for the Southern Railway for a period of 10 years, as bookkeeper for the District of Columbia in the office of the auditor, District of Columbia, for 10 years, and as chief clerk to the superintendent of repairs, engineer department, District of Columbia, for 5 years. In the latter position Mr. Holt has been in charge of all clerical work at the District repair shop, and has been responsible for the payment for all personal services, the purchase of all equipment and materials, and accounting for all property.

"Mr. Holt is highly recommended by the District officials who have come in contact with him, and under whose supervision he has performed service. It is my opinion that he is well fitted in education, training, experience, and personality for the position of chief accountant."

#### CHIEF EXAMINER FOR WHITE SCHOOLS

The teachers' salary act provides, in section 14, for the appointment of a chief examiner for the board of examiners for white schools, and Congress provided an appropriation for such a position, available December, 1924.

Harry English, head of department of mathematics in the high schools and a member and secretary of the board of examiners since 1906, was appointed to be chief examiner for the white schools. Statement made to the Board of Education accompanying Mr. English's appointment:

"Mr. Harry English was born in this city and received his elementary education in our public schools. He graduated with the first class of the Central High School in 1883. He was awarded the A. B. degree by Johns Hopkins in 1886. Later he received the master of laws degree at the George Washington University in 1891.

"Mr. English was appointed as a teacher of mathematics at the Central High School in 1887 and has been the head of department of mathematics from 1887 to the present time. In 1906, when the board of examiners was established under the provisions of the organic act, Mr. English was detailed as secretary of the board, a position without remuneration, which Mr. English has filled for 18 years in addition to his duties as head of department in the senior high schools. The work of Mr. English as a mathematician has won wide recognition. He is a member of the Mathematical Association of America and of the International Commission on the Teaching of Mathematics."

#### HEAD OF DEPARTMENT OF MATHEMATICS

The vacancy created by the promotion of Mr. English was filled by the appointment of William J. Wallis, concerning whom the superintendent made the following statement to the Board of Education:

"Mr. William J. Wallis received his early education in the schools of New England. He attended the high school at Lebanon, N. H., and received his A. B. degree from Dartmouth College in 1894. After teaching in the high schools of Nashua, N. H., Mr. Wallis came to Washington and accepted a position at our Eastern High School in 1896 as a teacher of mathematics. He pursued graduate studies at

the George Washington University and was awarded the M. A. degree in 1899. Mr. Wallis also took law course at George Washington and became a bachelor of law in 1906. In 1916 Mr. Wallis was transferred from the Eastern High School to the Central High School, where he continued to teach mathematics up to the time of his promotion."

#### RETIREMENT OF MISS HENDLEY

At the beginning of the school year 1924, Miss Flora L. Hendley, supervising principal of the sixth division, requested retirement under the provisions of the retirement law. The following statement relating to Miss Hendley's service was presented to the Board of Education by the superintendent on September 3, 1924.

"With a feeling of the deepest regret the superintendent of schools submits to the Board of Education a request for retirement of Miss Flora L. Hendley, supervising principal of the sixth division. After having given the matter much serious thought, Miss Hendley deems it advisable to retire at this time, although her official associates had expressed the hope that she might continue two years longer and thus round out 50 years of continuous service in the Washington schools.

"Miss Hendley's voluntary retirement brings to a close a long record of meritorious service rendered in the public school system. First, as a teacher, then, later, as building principal and division supervisor, Miss Hendley contributed richly of her vigorous life to the instruction of youth and to the inspiration of teachers. For 16 years Miss Hendley has been a supervisory official. High professional ideals and wise leadership reinforced by a ripe experience gave her a weight of influence that has been of great value in our administrative councils.

"In 1876 Miss Hendley was appointed to a first grade in an old building that stood at the corner of Fifth and I Streets NW. That was 48 years ago. Miss Hendley taught at this school for 3 years, during which time she was advanced through the grades successively to the sixth grade. In 1881 she was transferred to the Riggs School, where she taught for 9 years. In 1890 Miss Hendley was given the principalship of the Seaton School, where she served as principal for 18 years. Her promotion as supervising principal came in 1908, at which time Miss Hendley was assigned to the sixth division. She now retires after a period of 16 years as supervisor of the schools in northeast Washington.

"At this time of her retirement the teachers of Washington and her official associates are not forgetful of the part played by Miss Hendley in connection with the passage of the teachers' retirement act in 1920. For more than 10 years Miss Hendley labored unceasingly for the enactment of a law providing pensions for the teachers of the District of Columbia. After many discouragements and setbacks, that would have stopped a more timorous person, Miss Hendley and those who labored with her saw their efforts crowned with victory. Miss Hendley now has the satisfaction of retiring

under the provisions of the act for which she gave so much of her thought, time, and energy.

"The superintendent has the honor to recommend that the Board of Education express its appreciation of the long and valuable service rendered by Miss Hendley; that the board express its regret at her retirement; that a copy of this statement be spread upon the board minutes; and that a copy be sent to Miss Hendley."

The vacancy caused by Miss Hendley's retirement from the sixth division was filled by the transfer of Miss Adelaide Davis, supervising principal from the fourth division.

The supervising principalship of the fourth division, vacated by the transfer of Miss Davis, was filled by the temporary appointment of Miss Janet McWilliam, principal of the Force School.

This position of supervising principal was filled temporarily for the school year 1924-25 in order to afford the Board of Education an opportunity to reorganize the supervisory staff at the close of the year in accordance with the provisions of the proposed legislation looking toward the reduction in the number of supervising principals and other officers. (See pp. 27-29, Report, 1923-24.)

#### RETIREMENT OF DOCTOR MONTGOMERY

Dr. Winfield Scott Montgomery reached 70 years of age on November 2, 1923. It has been the policy of the Board of Education to continue persons in service until the end of the school year in which they reach their seventieth birthday. Accordingly, Doctor Montgomery served in the schools until June 30, 1924, when he was retired.

The esteem in which Doctor Montgomery is held by the public was attested to by the petitions and requests that came to the officers and the school board to continue him in service.

On July 1, 1924, the superintendent transmitted to the board, with his approval, the following statement of the assistant superintendent for colored schools:

"The Board of Education is advised of the retirement of Dr. W. S. Montgomery, supervising principal of the twelfth division, on June 30, 1924, who reached the age of compulsory retirement November 2, 1923, and was continued in the service until June 30, 1924.

"Dr. W. S. Montgomery has served the public schools of the District of Columbia faithfully and efficiently through a period of practically one-half century. During this long period, he has served in the capacity of teacher, high-school principal, supervising principal, and assistant superintendent in charge of colored schools. Both the extent and quality of his service will be long remembered and deeply appreciated by school officials and by the citizens of Washington.

"I respectfully recommend that the Board of Education express to Doctor Montgomery in appropriate form its appreciation of the splendid service rendered by him, these 50 years past, in the cause of education in the District of Columbia.

The high regard which his associates have for Doctor Montgomery prompted them to arrange a testimonial meeting at the Dunbar High School Auditorium on November 18, 1924. Following is the program:

## TESTIMONIAL TO DR. WINFIELD SCOTT MONTGOMERY

## PROGRAM

Mr. J. C. Nalle, supervising principal, tenth division, presiding.	
Music—Love's Greeting	<i>Elgar</i>
Orchestra Dunbar and Armstrong Technical High Schools	
Invocation.	Rev. D. F. Rivers
Solo, with violin obligata—Serenade	<i>Schubert</i>
Messrs. Barrington Guy and Arthur Scott	
Felicitations.	Presiding officer
An appreciation—Columbian Educational Association	
Mr. M. Grant Lucas	
Solo—Even Bravest Hearts May Swell	<i>Faust</i>
Mr. Lenoir Cook	
Remarks.	Dr. F. W. Ballou, superintendent of schools
Music—Little Rose	<i>Fowne</i>
Song of the Armorer	<i>Nevin</i>
High School Glee Club	
Address.	Mr. G. C. Wilkinson, assistant superintendent of schools
Response.	Dr. W. S. Montgomery
Chorus—A Perfect Day.	
Benediction.	Rev. D. F. Rivers

## REMARKS ON RETIREMENT OF DR. W. S. MONTGOMERY, NOVEMBER 17, 1924

By Superintendent Frank W. Ballou

In this day and generation no man lives unto himself alone. Whatever one's station in the world, he associates with his fellow men. To some it is given to perform the menial tasks necessary in any civilized society. Some work at unskilled occupations, while some are skilled workers. To some it is given to deal with material things; to others to deal with spiritual things. To the teacher it is given to work with the children of the present generation, who will be the fathers and mothers of the next generation. The workers in all fields of labor make up mankind.

In every field of human endeavor some succeed and others fail. We are met to-night to do honor to Dr. Winfield Scott Montgomery, who is one of those who has achieved extraordinary success in his chosen work. By honoring him we honor ourselves. Nothing that will be said here to-night will add to or subtract from that record of distinguished public service which he has written in the hearts of the people of Washington during the long period of his service for public education.

It is a real achievement to climb the ladder of success to the highest position in the schools for colored pupils, as Doctor Montgomery did. No expression of commendable opinion and no explanation of the achievement are so convincing as the fact itself. Because of his educational preparation, because of his professional experience, but still more because of the man himself, Doctor Montgomery won the highest position of educational leadership in the colored schools.

It is a still greater achievement that Doctor Montgomery has filled the various positions which he held with such distinction as to meet with the general approval of his professional associates. It not infrequently happens that one's professional associates are unappreciative, whether justly or unjustly, of a colleague's success. Sometimes, indeed, real antagonism exists. And so I make the point that it is not only significant that Doctor Montgomery held high office but also that he filled it with such distinction as to win the commendation of his associates.

It is the greatest achievement of all that Doctor Montgomery has won the grateful appreciation of the public he so faithfully and so effectively served. As a rule, democracies are ungrateful. To-day a public official may be the idol of a people and to-morrow he is forgotten. It is significant, therefore, that Doctor Montgomery should retire from the school system with the commendation of his associates and with the grateful appreciation of the public.

As Doctor Montgomery has generously given of his scholarship, of his good judgment and true, and of his rare personal qualities, so should we, as a grateful profession and an appreciative public, now as generously extend him just praise and appreciation which shall keep his heart and his mind as youthful as they now are during the years that are yet before him.

Doctor Montgomery retires not only with the commendation of his associates and the appreciation of the public but also with the good wishes and the sincere hope of both that his future days and years may be long, in which he may fully enjoy the well-earned reward of a long and distinguished public service.

#### APPOINTMENT OF MR. L. L. PERRY

The vacancy caused by the retirement of Dr. W. S. Montgomery from the school service on June 30, 1924, was filled by the appointment of Mr. Leon L. Perry on July 8, 1924.

Mr. Leon L. Perry, a graduate of our own public school system, served for seven years as a teacher of ungraded and atypical classes in the Washington public schools. On September 10, 1914, he was appointed superintendent of the Industrial Home School for Colored Children of the District of Columbia, which position he resigned to accept the aforementioned appointment to the public school service of Washington as supervising principal in charge of special activities in Divisions X to XIII.

#### DEATH OF MR. ALEXANDER TAIT STUART

Alexander Tait Stuart, director of intermediate instruction, died at his home on the morning of September 5, 1924. The superintendent announced his death to the teaching profession in Washington in the following statement:

##### *"To school officers:*

"It is with great regret that I have to announce to the school officials, and through you to the school-teachers of Washington, the death of Alexander Tait Stuart, the director of intermediate instruction, which occurred at his home on the morning of September 5, 1924. I have prepared the following statement concerning

Mr. Stuart, which was made a matter of record in the minutes of the Board of Education, and which you may wish to make use of in your teachers' meetings when announcement is made of Mr. Stuart's death:

ALEXANDER TAIT STUART

"In the death of Alexander T. Stuart every teacher and school official has lost a wise counsellor and true friend, and the community a valued leader and an exemplary citizen. The many teachers and school officers who have become acquainted with Mr. Stuart during his more than 50 years of active service in the Washington schools will greatly miss his kindly help, his encouraging words, and his inspiring personality. The hosts of citizens in the community whom he taught as pupils, or served as a public official, will join with teachers and school officials in honoring the man and in cherishing a loving memory of him.

"Mr. Stuart was a true gentleman: Sincere, honorable, courteous, kindly, altruistic, and cultured. He was a real educator, inspiring and leading those associated with him to the larger vision of professional service, by the example which he set of right living, clear and true thinking, and whole-hearted consecration to the professional work, which he so much loved.

"Mr. Stuart was given the health and vigor, to serve the schools for over half a century, in all capacities from instructor to chief executive officer. Few persons are able to render so long or so important a service. He served the schools until the end.

"While on my vacation, and as had been my custom, I designated Mr. Stuart as acting superintendent for a portion of the summer. While in that capacity he wrote me that he had the honor and pleasure of signing the first pay roll of officers under the new teachers' salary bill. It seemed to me especially fitting and proper that this particular pleasure should have fallen to Mr. Stuart, who knew so well how much the new salary schedule means to the personal and professional welfare of all teachers and officers, and who had at all times during his long educational career worked so unceasingly for the improvement of the teaching service.

"Mr. Stuart has gone, but he has left a rich heritage not only in the long and distinguished public service which he has rendered, but more especially in the hearts of those thousands who have been associated with him and to whom he has been an ideal and an inspiration."

Asst. Supt. R. L. Haycock prepared the following statement covering the educational career and school record of Mr. Stuart:

"Mr. Alexander Tait Stuart received his elementary education in the Washington public schools. He attended the Columbian College, now George Washington University, and received the Ph. B. degree in 1869. In recognition of his achievements as an educator and administrative official in the Washington schools, his alma mater conferred upon him the honorary A. M. degree in 1904. For 54 years Mr. Stuart has been connected with the schools of this city, first as a teacher and afterwards for many years as a supervising principal of the schools of East Washington. He began teaching in 1870 and became a supervisor in 1878. Mr. Stuart served two terms as superintendent of schools. As the successor of Mr. William

B. Powell he was superintendent from July 1, 1900, to July 1, 1906. Then at his own request he was appointed director of intermediate instruction. On January 4, 1908 after the brief term of Dr. W. E. Chancellor, he was called again to the superintendency and served in that capacity until July 1, 1911. At his own request, the Board of Education relieved him of the burdens of the superintendency and again appointed Mr. Stuart as director of intermediate instruction. Mr. Stuart continued in this position up to the time of his death.

"As an ambitious boy in his teens, during the years immediately following the Civil War, Mr. Stuart attended one of the historic 'free schools' of the District in an old building that stood at the southeast corner of Fourteenth and G Streets NW., now the heart of Washington's business district. This building was known in those days as 'Jefferson's stable,' because up to the year 1821 this structure had been in use as the White House stable. On July 30 of that year the building was formally occupied, with an impressive ceremony, including an address by the president of the board, who congratulated the assembly on the immense benefits promised 'particularly to the poorer classes of the city.' It was in this schoolhouse many years later that the boy, Alexander Stuart, with many other of Washington's citizens now past the meridian of life, sat at the feet of the stalwart Scotch master, Strong John Thomson, whose methods of enforcing study, using Mr. Stuart's own language, 'were not always cordially approved by them, but whose stern insistence on high standards of achievement never failed to bear a worthy harvest in after life.' The Thomson School, located at Twelfth and L Streets, is named after this well-known teacher of bygone days.

"In the seventies, as a young teacher, Mr. Stuart was closely identified with an outstanding period of organization and reconstruction in the city schools. It was then for the first time that a superintendent of public instruction was appointed. During this decade the public schools, which as 'free schools' had been looked upon as pauper schools, gained favor rapidly with the people. The graded system was introduced during this period. Our first normal school was organized in 1873, three years after Mr. Stuart began to teach. During this decade, the importance of providing suitable school buildings was recognized. The Wallach School had been built in East Washington and the Franklin School, said to have been one of the finest in the country at that time, was erected in 1869 at a cost of \$200,000. Soon after these the following were erected in turn, the Seaton and the Sumner, the Jefferson, the Curtis in Georgetown, the Peabody in the northeast, and the Garnet for colored pupils. All of these buildings stand out to-day as fine examples of school architecture. In 1876 the first high school in the city came into being, first as the 'advanced grammar school,' one for boys and one for girls, which later, in 1880, were merged into the Central High School.

"It was during this period of rapid school advancement that Mr. Stuart began his work as a teacher. His first assignment being as 'acting teacher of the male intermediate school, first division, Franklin School Building,' on September 1, 1870. His superior capacity as an instructor was recognized in his appointment as the supervising principal of the third division on September 1, 1878. There were then only four school divisions. For many years, as division

supervisor, Mr. Stuart had his office in the Wallach School in East Washington, where his name was known in every household. A recognized leader among the school officers, it was inevitable that he should be honored with the superintendency, a position he filled efficiently for nine years.

"When Mr. Stuart voluntarily relinquished this position in 1911, after he had been elected for three more years, the Board of Education adopted the following resolution:

"*Be it resolved*, That in complying with the request of Mr. A. T. Stuart, superintendent of schools, to be relieved of the duties of the superintendency, the Board of Education acknowledges with grateful appreciation the faithful and valuable service rendered by him to the cause of public education during the three and one-half years of his incumbency;

"That the Board of Education recognized that by the scholarship, culture, untiring industry, rare tactfulness, his self-sacrificing and loyal devotion to duty he has made still stronger the many evidences of official esteem and personal regard whereby he has endeared himself not only to the teachers and pupils of the District school system and to the educational public, but to all who have been benefited on the ever-widening scope of his wholesome influence;

"That the board takes pleasure in honoring his wish to assume duties of a supervisory position for which he has expressed a preference, and in which office the public schools will continue to enjoy the benefits of his wise counsels and ripe experience;

"That this resolution be placed on record and a copy be handed to Mrs. Stuart."

#### MEMORIAL EXERCISES

Following the suggestion from a number of teachers and officers, the superintendent appointed the following committee to consider plans for a fitting memorial service: Dr. E. G. Kimball, chairman, Mr. R. L. Haycock, Miss Adelaide Davis, Miss F. L. Hendley, Mr. Charles Hart, Miss E. S. Jacobs, Miss C. R. Watkins, Miss J. M. Rawlings, Miss S. M. Farr, Miss M. E. Forbes, Miss A. M. Crook, Miss C. M. Stinzing.

The committee arranged for a memorial service, the program of which is given below:

##### SERVICES IN MEMORY OF ALEXANDER TAIT STUART

Central High School, Washington, D. C.

Wednesday, November the twelfth, nineteen hundred twenty-four  
two o'clock

##### ORDER OF EXERCISES

Organ prelude -----	Miss Edith B. Athey.
a. Largo—Handel.	
b. Lamentation—Guilmant.	
Invocation -----	Rev. James Shera Montgomery.
Tribute of the Board of Education -----	Hon. James T. Lloyd.
As an Educator -----	Dr. Frank W. Ballou.
Vocal selection—"Crossing the Bar" -----	The Washington Quartette.
As a Superintendent -----	Mr. Henry P. Blair.

As a Counselor -----	Mr. Stephen E. Kramer.
Organ—Marche Religieuse—Guilmant -----	Miss Edith B. Athey.
As a Citizen -----	Mr. William T. Galliher.
Vocal selection—"Only Remembered" -----	The Washington Quartette.
Loved by All and Loving All -----	Miss Alberta Walker.
Benediction -----	Rev. John Reid Shannon.

Oh, quick to feel the lightest touch  
Of beauty or of truth,  
Rich in the thoughtfulness of age,  
The hopefulness of youth,  
The courage of the gentle heart,  
The wisdom of the pure,  
The strength of finely tempered souls  
To labour and endure!

You followed, through the quest of life,  
The light that shines above  
The tumult and the toil of men,  
And shows us what to love.  
Right loyal to the best you knew,  
Reality or dream,  
You ran the race, you fought the fight,  
A follower of the Gleam.

We lay upon your folded hands  
The wreath of asphodel;  
We speak above your peaceful face  
The tender word farewell!  
For well you fare, in God's good care,  
Somewhere within the blue,  
And know, to-day, your dearest dreams  
Are true—and true—and true!

—From HENRY VAN DYKE.

#### HEADS OF DEPARTMENTS OF PHYSICAL TRAINING

The physical well-being of pupils is coming more and more to be recognized as an essential consideration in every efficient school system. To the end that the physical training work of the junior and senior high schools might be placed on the same supervisory basis as English, mathematics, history, and other academic subjects. Congress appropriated salaries in the appropriation bill for 1925 for two heads of departments of physical training, one for Division I to IX, the other for Divisions X to XIII.

Accordingly, on July 1, 1924, Dr. G. H. White and Dr. Edwin B. Henderson were appointed to these positions.

The following is a statement of Doctor White's training and experience:

"Doctor White attended the Central High School of this city and later pursued courses at George Washington and Georgetown Universities. Following is a record of his training and degrees:

"Graduated from Georgetown University 1902, degree D. D. S.; taught physical training and organized athletics at United States Naval Academy March, 1906, to June, 1906; physical director George Washington University March, 1908, to May, 1908; physical director Occidental College, Los Angeles, Calif., December, 1915, to April, 1916; physical director Occidental College, Los Angeles, Calif., December, 1916, to April, 1917; physical director Army Y. M. C. A., Camp Dick, Dallas, Tex., September, 1918, to July, 1919."

The following is a statement of Doctor Henderson's training and experience:

"*Professional training.*—Miner Normal School graduate with rank No. 1. 1904; Harvard University Summer School of Physical Training, 1904, 1905, 1906, three sessions; Howard University Medical School, 2½ years; Columbia University extension course, 'school hygiene'; Central Chiropractic College, 2 years, graduated June, 1923.

"*Administration or supervisory experience.*—Chairman of high-school games committee for 14 years; president of the Public Schools Athletic League; general manager, Interscholastic Athletic Association, Middle Atlantic States; served in advisory capacity as head teacher of physical training, Dunbar High School and M Street High School; served in advisory capacity as supervisor of municipal and school playgrounds; member of board of directors Y. M. C. A. for four years, serving as chairman of the committee of boys' work and physical training.

"*Teaching experience.*—Teacher of physical training Dunbar High School 20 years; instructor of municipal and school playgrounds 6 years; chairman of the central board of officials for colored colleges for this district; in basket ball, track athletics, and football for the past 14 years; consultant to the Russell Sage Foundation in physical training and athletic matters."

#### PRINCIPALSHIP OF CENTRAL HIGH SCHOOL

The promotion of Mr. Kramer to be first assistant superintendent left vacant the principalship of Central High School. This is the oldest high school in the city. It is also the largest and best housed. The principal of the Central High School enjoys real prestige in Washington, and the position is one of the finest secondary school principalships in the country. The city and the school are both deserving and worthy of the best person available for the position.

The vacancy occurred in December. The superintendent had canvassed the situation thoroughly a year previous, when Mr. Maurer resigned. New York University, Teachers' College of Columbia University, and Harvard University were visited in search of possible candidates.

Other things being equal, the superintendent follows the policy of promoting from within the service rather than appointing from without the service. After careful consideration of available persons outside the service, and of all available candidates within the service, the superintendent recommended the temporary appointment of Mr. Alvin W. Miller, assistant principal at Central, for the remainder of the school year 1924-25. This recognition of Mr. Miller met with public and professional approval; citizens and teachers in the school joined in support. On June 17, 1925, Mr. Miller's appointment was made permanent. The following statement relates to Mr. Miller's education and experience.

"Mr. Alvin W. Miller was graduated from the Western High School in 1901. He graduated from the Washington Normal School, after a full two years' training, in 1903. He graduated from the George Washington University with the degree of bachelor of science.

"In October, 1903, he was appointed to the graded-school system and served for one year. In 1904 he was appointed as teacher of business subjects in the Business High School, where he taught continuously and successfully until 1916, when he was transferred to the new Central High School, then just completed, and placed in charge of the business department of that school. He had general direction and supervision of the business subjects in this school until 1920, when he was made assistant principal of the Central High School.

"Mr. Miller's entire educational career has been in the service of the District of Columbia, and it has been marked with outstanding success. In his relationships with the Central High School as assistant principal he has been regarded by the student body, by the faculty, and by the principals under whom he has served, as a man to whose force, ability, and devotion much of the success of the school has been due."

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The policy of the Board of Education is to appoint one assistant principal, usually a woman, when the enrollment in a high school reaches 1,000, and an additional male assistant principal, when the enrollment passes 1,500.

In accordance with this policy, Congress allowed salaries for four assistant principals, available July 1, 1924, one each at Armstrong, Business, McKinley, and Western. A brief statement of the educational preparation and experience of each appointee follows:

##### MISS WEAVER, AT ARMSTRONG

Miss Orra D. Weaver, teacher of English in the Armstrong Manual Training School, is a graduate of New York State College, with the degree of A. B. She has taken summer courses in Columbia University for four years toward a master's degree. She came to Armstrong from the Baltimore High School, and her experience totals more than 10 years in accredited high schools.

##### MISS BRADSHAW, AT BUSINESS

Miss May P. Bradshaw, a graduate of the Washington Normal School in 1901, was appointed in the graded schools September 1, 1901. Miss Bradshaw served continuously in the elementary schools until 1909, when she was promoted to class 6A, Business High School. She was promoted to class 6B at Business High School January 5, 1921. Miss Bradshaw received the degree of B. A. and M. A. from George Washington University.

##### MISS COOPE, AT M'KINLEY

Miss Jessie Coope, teacher of physical education, McKinley High School, is a graduate of the Boston Normal School of Gymnastics.

She obtained her collegiate education at Wilson College, Chambersburg, Pa. She was appointed at McKinley on September 1, 1913, and was promoted from class 6A to class 6B on September 1, 1923.

#### MISS THONSEN, AT WESTERN

Miss Pearl E. Thonsen was a graduate of the Central High School in 1897. She pursued courses at George Washington University and received the B. S. and M. A. degrees. Miss Thonsen taught in the Limestone College, S. C., previous to 1907, when she was appointed to class 6A, Central High School. In 1909, she was transferred to the Western High School.

#### PRINCIPAL OF THE POWELL JUNIOR HIGH SCHOOL

The Powell Junior High School was opened on February 1, 1925. In view of the development and extension of the system of junior high schools in Washington, the principalship of those schools provides one of the largest opportunities for promotion that is presented to the profession in Washington. It has always been the policy of the superintendent and the Board of Education to promote persons within the service to higher supervisory and administrative positions when they possess qualifications superior to or equal to the qualifications possessed by persons outside of the Washington school service. All of the junior high school principals heretofore appointed have been promoted from lower positions in the Washington school system.

After thoroughgoing consideration of the comparative qualifications of those available for promotion within the service, and the qualifications of the several candidates outside of Washington who were considered, the superintendent recommended and the board approved the appointment of Miss Bertie Backus, assistant principal of the high school in Easton, Pa. Following is a statement of Miss Backus's training and experience, which accompanied the superintendent's recommendation for her appointment:

"Miss Backus was recommended to us by the Bureau of Educational Service of Teachers' College, Columbia University. Testimonial letters were furnished from Professors Kilpatrick and Briggs, of Teachers' College; the former superintendent of schools at Huntington, W. Va., where she taught; the secretary of vocational education in West Virginia; and the principal of the high school where she taught and did supervisory work. These recommendations are of the highest character.

"Miss Backus is a graduate of the Wesleyan College at Buckhannon, W. Va., graduating in 1911, magna cum laude. Miss Backus received a degree of M. A. from Teachers' College, Columbia University, in 1923. At Teachers' College Miss Backus specialized in English literature, problems of the junior high school, and school supervision. She took classes with Professors Briggs, Kilpatrick, Hosic, McMurray, Bagley, and Gates in education, and Professors Kearns and Abbot in English.

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     Of beauty or of truth,  
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         The hopefulness of youth,  
     The courage of the gentle heart,  
         The wisdom of the pure,  
     The strength of finely tempered souls  
         To labour and endure!

You followed, through the quest of life,  
     The light that shines above  
     The tumult and the toil of men,  
         And shows us what to love.  
     Right loyal to the best you knew,  
         Reality or dream,  
     You ran the race, you fought the fight,  
         A follower of the Gleam.

We lay upon your folded hands  
     The wreath of asphodel;  
     We speak above your peaceful face  
         The tender word farewell!  
     For well you fare, in God's good care,  
         Somewhere within the blue,  
     And know, to-day, your dearest dreams  
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"Miss Backus is a graduate of the Wesleyan College at Buckhannon, W. Va., graduating in 1911, magna cum laude. Miss Backus received a degree of M. A. from Teachers' College, Columbia University, in 1923. At Teachers' College Miss Backus specialized in English literature, problems of the junior high school, and school supervision. She took classes with Professors Briggs, Kilpatrick, Hosic, McMurray, Bagley, and Gates in education, and Professors Kearns and Abbot in English.

"Miss Backus was a teacher of English for eight years in the high schools at Huntington, W. Va., until 1920. She taught literature in Marshall College in the summer of 1919. She was director

of the English in the five junior high schools in Huntington, W. Va., from 1920 until 1923. She has also done institute work in two different counties in West Virginia.

"Miss Backus is now assistant principal of the high school in Easton, Pa., and supervises the instruction given in all departments of the high school."

#### PRINCIPAL OF THE JEFFERSON JUNIOR HIGH SCHOOL

On July 1, 1924, Mr. Ralph W. Strawbridge became principal of the Jefferson Junior High School, which was established on that date.

In recommending the appointment of Mr. Strawbridge, the superintendent furnished the board with the following statement:

RALPH W. STRAWBRIDGE

"Mr. Strawbridge has had extensive academic and professional preparation and wide educational experience, which peculiarly fit him for the principalship of a junior high school in which prevocational and vocational training are to play an important part. Mr. Strawbridge is a college graduate and has specialized in teaching and supervising the manual and industrial arts and has made a special study of the junior high school as an institution.

*Scholarship.*—Mr. Strawbridge was graduated from the Baltimore State Normal School in Baltimore in 1900. He received the degree Ph. B. in education from the University of Chicago in 1918. He has completed half of the necessary work for the master's degree in Teachers' College, Columbia University.

*Teaching and supervisory experience.*—Mr. Strawbridge has been a teacher in elementary schools as follows: Clearmont Mills, Md., 1 year; Edgewood, Md., 1 year; and Maryland School for Boys, Baltimore, 2 years. He was teacher and supervisor of manual training in Ellicott City, Md., 2 years, and in Brunswick, Md., 1 year. He was teacher and supervisor of industrial arts, high and elementary schools, Havre de Grace and Aberdeen, Md., for 9 years. In Erie, Pa., from 1915 to 1918, he was principal and instructor in industrial arts in the Columbus Vocational School.

"In Washington Mr. Strawbridge has been a teacher of mechanical drawing in the McKinley Manual Training School since September 1, 1918. He served as acting vice principal at the McKinley for half of the school year 1919-20.

*Knowledge of vocational work.*—In addition to his experience as a teacher and supervisor of manual and industrial arts, Mr. Strawbridge has completed courses in shop and vocational subjects as follows:

"At the University of Chicago: Patternmaking, wood turning, machine shop, mechanical drawing, architectural drawing, vocational guidance, industrial education, prevocational education, teaching of industrial arts, fine and industrial arts.

"At Lewis Institute, Chicago, a course in molding.

*Knowledge of the junior high school.*—Mr. Strawbridge has pursued professional courses in educational psychology and child study at the University of Pittsburgh in 1917-18, and a course of the

junior high school offered by Superintendent Hartwell at the University of Chicago. In addition, Mr. Strawbridge has studied the problems of the junior and senior high school with some of the leading authorities of the country, at Teachers' College, where he has been working. His work has been as follows:

"Summer of 1921: Organization and administration of junior high schools, Dr. T. H. Briggs, teaching practical arts in junior high schools, Doctors Dean, Snedden, and Bonser, Misses Cooley and Carney; administrative problems of high school, Prof. F. W. Johnson.

"Summer of 1922: The social life of the junior high school, Prof. James M. Glass; supervision of instruction in secondary schools, Prof. F. W. Johnson; how to measure elementary education (including junior high school grades), Dr. McCall; demonstration school, Prof. H. C. Pearson."

#### DIRECTOR OF SCHOOL ATTENDANCE AND WORK PERMITS

The new law providing for improved compulsory attendance of pupils, for a school census, and for the creation of a department of school attendance and work permits for the administration of the law was approved by the President February 4, 1924, and became effective at once. The law also provided that the newly created department should be in charge of a director, and the appropriations act for 1926 carries a salary for that officer.

After careful consideration of candidates already in the employ of the Board of Education, and of those outside the school service, the superintendent recommended the appointment of Miss Fay L. Bentley, an employee in the Children's Bureau of the Department of Labor, and submitted the following information to the Board of Education concerning Miss Bentley's education and experience.

Miss Fay L. Bentley is a graduate of the University of Chicago, holding the degree of Ph. B. Subsequently she completed a year of graduate work in the former school of civics and philanthropy in Chicago. In her college and graduate work Miss Bentley pursued courses in education and social statistics.

Miss Bentley has had experience in family case work with the Associated Charities in Chicago and the American Red Cross.

"On leaving the Red Cross work in February, 1920, she became an employee in the Federal Government, in the issuing of Federal certificates under the provision of child labor tax law. After an experience of six months in issuing Federal working permits in 20 or more counties in Virginia, Miss Bentley was promoted to the rank of inspector and worked in 10 or more States. Her work brought her in touch with the local officials who issue working permits and with school attendance officers in the various States where she worked.

"In May, 1922, when the child labor tax law was declared unconstitutional, Miss Bentley became a special agent in the Children's Bureau of the Department of Labor. As an agent of the Children's Bureau she has made factory inspections in Georgia, Washington State, North and South Carolina, Mississippi, Alabama, and Florida. In addition she has studied the administration of child labor and State school attendance laws in Ohio, Pennsylvania,

Massachusetts, Oregon, Indiana, New Jersey, New York, Minnesota, and California.

"She has made various statistical studies for the Children's Bureau in different States and has directed the work of other agents of the bureau.

"Miss Bentley is highly recommended by: Miss K. M. Briggs, director Chicago Chapter, American Red Cross; Mrs. L. J. Collar, interchapter secretary, Chicago Chapter, American Red Cross; Dr. S. P. Brenkecridge, the Graduate School of Social Service Administration, University of Chicago; Miss Edith Abbott, dean, Graduate School of Social Service Administration, University of Chicago; Miss Grace Abbott, chief of Children's Bureau, Department of Labor; Mr. E. N. Matthews, director of industrial division of Children's Bureau, Department of Labor."

#### DIRECTOR OF DRAWING

On September 1, 1924, Mr. J. O. Montgomery resigned as director of drawing in the schools of Divisions X to XIII on account of personal illness. On that date Miss Rosa L. Nixon, instructor in drawing at the Dunbar High School, was promoted to the directorship of drawing.

After graduating from the Normal School of Montgomery, Ala., Miss Nixon specialized in fine and applied art at Columbia and Chicago Universities and at the New York School of Fine and Applied Arts. Miss Nixon has had valuable experience as a teacher of fine arts in the State normal school and as supervisor of fine arts in the elementary schools of Montgomery, Ala., from 1909 to 1917. From 1917 to 1921, Miss Nixon was teacher of fine arts in the public schools of Baltimore. She had been a teacher of drawing in the Dunbar High School from 1921 until her promotion to the directorship of drawing.

#### APPOINTMENTS DUE TO REORGANIZATION

During the school year 1924-25 three temporary appointments were made to fill vacancies in certain higher positions in order to provide the Board of Education with the opportunity of reorganizing the administrative and supervisory staff at the close of the school year. The following people were serving temporarily in the positions indicated: Miss Janet McWilliam, supervising principal of the fourth division; Mr. H. H. Long, supervising principal of the eleventh division; Miss Elizabeth Hummer, director of intermediate instruction.

The details of the plan for gradual reorganization of the administrative and supervisory staff is contained in a bill prepared by the Board of Education and introduced into Congress in December, 1924. This bill provides for the gradual reduction of the number of supervising principals as positions become vacant through retirement, promotion, or death of the present incumbents. The reduction in the number of supervising principals is made possible by the gradual increase in the number of administrative principals in charge of buildings with 16 or more classrooms, who are gradually taking over many of the functions formerly discharged by supervis-

ing principals. The details of the plan of reorganization will be found on pages 27-29 of the annual report of 1923-24.

In accordance with the policy of reorganization, important changes were made in the administrative and supervisory staff at the close of the school year 1924-25, to become effective on July 1, 1925.

MISS HARDY, ASSISTANT SUPERINTENDENT

The position of director of primary instruction, which related to grades 1 to 4 of the elementary schools and the position of director of intermediate instruction, which related to grades 5 to 8, inclusive, were abolished and in lieu thereof a new position of assistant superintendent in charge of kindergartens and grades 1 to 6, elementary schools, was created. The supervisory functions heretofore discharged by the director of primary instruction were transferred to this new position, together with the supervisory functions over grades 5 and 6 heretofore carried by the director of intermediate instruction. In addition the new assistant superintendent is to exercise general supervision, through the director of kindergartens, over kindergarten instruction.

The supervisory functions over grades 7 and 8 heretofore discharged by the director of intermediate instruction were transferred to another assistant superintendent, who will have charge of all administrative matters pertaining to the elementary schools.

The new position of assistant superintendent for kindergarten and elementary schools was filled by the promotion of Miss Rose Lees Hardy, formerly director of primary instruction. Brief note is made of Miss Hardy's education and experience as follows:

"Miss Rose Lees Hardy was first appointed in the Washington schools as a teacher of the first grade. She was promoted to model teacher, and to practice teacher in the normal school. From the latter position she was promoted to director of primary instruction in September, 1918.

"Miss Hardy is a graduate of the Hailman Kindergarten Training School, and took special courses at the University of Chicago, the Cook County Normal School, Cornell University, and Columbia University. In 1918 she received the degree of B. A. in education, and the teacher's diploma from George Washington University. Since that time Miss Hardy has completed her graduate studies for a master's degree. She has studied with such educators as Dewey and Monroe of Columbia, and has done graduate work in psychology with Dr. Shepherd I. Franz. During 1924-25 Miss Hardy worked with Doctor Gray of Chicago in the preparation of a study on reading."

Miss Elizabeth Hummer, who served temporarily as director of intermediate instruction during the school year 1924-25, was transferred to the position which she formerly held as teacher of psychology in the Wilson Normal School.

The reorganization is in the interest of better supervision as well as in the interest of economy. Better articulation of the educational progress of pupils from the beginning of kindergarten through the sixth grade will be secured as a result of the newly created position. The break in continuity of supervision conforms to the general reorganization of the school system in accordance with the

present division of the educational system into six years of elementary school, three years of junior high school, and three years of senior high school. The abolition of two positions of directors and the creation of one assistant superintendent in lieu thereof, makes a saving of \$2,400.

Miss Hardy's salary as director for the year 1925-26 would have been \$3,300. Her salary as assistant superintendent will be \$4,200, an increase in salary in this new position of \$900.

The salary of the director of intermediate instruction for the school year 1925-26 would have been \$3,300. This amount is wholly saved through the abolition of this position and the division of its functions between two other officers. The increased cost of \$900 due to the promotion of Miss Hardy and the saving of \$3,300 through the abolition of the position of director of intermediate instruction, makes a net saving of \$2,400.

#### ASSISTANT SUPERINTENDENTS IN CHARGE OF EDUCATIONAL RESEARCH

Miss Jessie La Salle, supervising principal of the fourth division, was appointed in the schools of Washington to supervise a small division in Divisions I to IX, and to devote the balance of her time to the carrying on of scientific testing of children through the application of standard achievement tests and of general intelligence tests. During part of the school year 1924-25, Mr. H. H. Long acted temporarily as supervising principal of the eleventh division and did corresponding work in educational measurement in Divisions X to XIII. At a special meeting on September 23, 1924, the Board of Education went on record in favor of extending testing work as rapidly as the resources of the school system would permit.

Accordingly, at the close of the school year 1924-25, the two positions of supervising principals in Divisions II and XI were abolished and in lieu thereof two positions of assistant superintendent for educational research were established, one for Divisions I to IX, the other for Divisions X to XIII.

Miss Jessie La Salle, who had been serving as supervising principal in the second division and had been in charge of educational measurement work in Divisions I to IX, was promoted to be assistant superintendent to have charge of educational research in Divisions I to IX. Correspondingly, Mr. H. H. Long was made assistant superintendent for educational research in Divisions X to XIII.

The position of supervising principal in the second division was not filled and the supervision of that division was transferred to the supervising principal of the fourth division.

The supervising principalship of division eleven was not filled and the schools of that division were distributed to the supervising principals of the tenth and thirteenth divisions.

The abolition of these two supervising principalships and the creation of officers ranking as assistant superintendents to carry on educational research is in the interests of educational progress and economy. These officers who are now relieved of the detailed supervision of a group of elementary schools will be able to devote

their whole time to educational research and will reach a larger portion of the school population. The improvements brought about in the education of the children as a result of the tests heretofore given in a limited number of schools will now be extended gradually throughout the school system.

The salaries of the supervising principalships in Division II and Division XI, which have been abolished, would have been \$4,200 each for the school year 1925-26. The salaries of these two officers as assistant superintendent will be \$4,300 each. The total cost of promoting these two officers was \$200.

Taking into consideration the \$2,400 saved as a result of other reorganizations aforementioned, this \$200 increase gives a net saving of \$2,200 in the reorganization plans just described.

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## **II. OFFICIAL ACTION RELATING TO SCHOOL POLICIES**

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This section of the superintendent's annual report contains a detailed account of official action taken by the board of education or the superintendent of schools on certain school developments, school policies, and administrative procedure.

### **1. ESTABLISHMENT OF TWO ADDITIONAL JUNIOR HIGH SCHOOLS**

Two additional junior high schools were opened during the school year 1924-25, the Jefferson and the Powell, both in Divisions I to IX. The principals have furnished the following statements:

#### **OPENING OF THE JEFFERSON**

The Jefferson Junior High School was opened September 22 in the old Jefferson School Building, with an enrollment of 420 pupils.

Certain alterations were necessary to the building, and two portables were erected in order to meet the needs of a junior high school organization. Even then only 16 of the 20 rooms were available, the other 4 being occupied by primary grades, for whom no provision could be made due to the overcrowded conditions of the southwest schools. In February our enrollment increased to 523, and an additional room was given us.

At the opening of the school in September much of the special equipment, previously ordered, had not arrived. With the aid of the shop departments temporary furniture was improvised, so that a complete program of studies was immediately inaugurated.

The school is fortunate in the possession of four well-equipped shops. This was made possible by the transfer of the print, sheet-metal, painting, and woodworking equipment from the Smallwood-Bowen Vocational School.

The school was dedicated to the new educational service November 20. The program included addresses by Mr. James T. Lloyd, president of the board of education, who also presided; Dr. Frank W. Ballou, superintendent of schools; Dr. Millard F. Thompson, and Mr. James T. Fitzgerald, former pupils of the school, and Miss Anne Beers, supervising principal of the eighth division.

The Jefferson Parent-Teacher Association, which was organized during the month of February, is engaged in a strenuous campaign to supply the school with a reference library.

Through dramatic performances the school gathered in several hundred dollars, which was used to purchase certain school materials and equipment. Among the purchases made from this fund were 12 political and historical wall maps at a cost of \$150.

The school cafeteria is well equipped and provides tables and chairs for the accommodation of students.

During the latter part of the school year Dr. Jessie LaSalle, of the educational research department, conducted tests with a view to grouping of pupils according to ability to do the work of the school.

The building, even with alterations, is not an ideal one for junior high school purposes, but high hopes are held for the new structure, included in the 5-year building program.

R. W. STRAWBRIDGE, *Principal.*

#### THE OPENING OF THE POWELL

Powell Junior High School opened February 2, 1925, in the building formerly known as Powell Elementary School, at Hiatt Place and Lamont Street, with an enrollment of 392 students and 19 teachers.

Due to the foresight and careful planning of officials, the transition from an elementary school to a junior high school was made with very little friction and disorganization of school routine. Pupils who would make up the student body of the new school were already in the building. Teachers who were to be appointed to the new faculty were transferred to the building in September, so that teachers and pupils knew their environment and knew each other. The opening of a junior high school meant only a new principal and a readjustment of their ideas of school to meet the freedom and responsibility that comes from the departmentalization and electives of the junior high-school program.

The elementary school moved out on Friday afternoon and junior high school opened its regular session the following Monday morning. No fairy transformed the building overnight, but with the generous assistance of the business manager and the contributions from the mothers' club, citizens' association, community center, and other junior high-school principals, we have been able to carry out a junior high-school program.

On Friday afternoon of the first week of school, teachers and pupils met in the assembly hall, and following the idea suggested by Henry K. Lane in his "The Makers of the Flag," solemnly dedicated themselves to the task of making Powell Junior High School a school of which we shall never be ashamed. The pupils set for themselves goals in scholarship and athletics, ideals of conduct and fair play, toward which they wished to work.

On Tuesday afternoon, June 16, students and faculty met in the last assembly of the semester and laid, as it were, the cornerstone of their building. The achievements of the semester were recounted, honors awarded, and traditions begun that will help pupils to achieve their ideal for a junior high school.

I am deeply grateful to the superintendent of schools and his assistants for their foresight and planning that made the work of creating a new school so much easier, to my fellow principals for their assistance in my task of learning the administration of a new school system, and especially to Miss Brewer and Doctor Kimball, whose cordial reception of me into their "teacher family" has made my association with teachers, pupils, and patrons most pleasant.

BERTIE BACKUS, *Principal.*

## 2. INTELLIGENCE TESTS

When Miss Jessie La Salle was appointed supervising principal of the second division, the division was purposely made a small division in order that Miss La Salle might carry on scientific testing work with educational measurement and intelligence tests in her division and elsewhere in the school system as a part of her regular assignment. Accordingly, a systematic program of testing was devised. Requests from principals and parent-teacher associations to have public school children tested were so numerous that the cost of such tests could not be met out of public appropriations. However, many parent-teacher associations contributed the money necessary to pay for the tests required to test the children in their respective schools.

The information derived from the application of general intelligence tests is made the basis of diagnosing the educational needs of children and form a part of the basis for their classification as to grade.

Objections were raised by individuals and by some of the associations both to the method of raising money for defraying the expenses of testing and to the classification of pupils as a result of testing work.

Several such communications were received by the Board of Education at its first meeting of the school year on September 3, 1924. After due consideration of these complaints, the board agreed to give a hearing on the general subject, at which time Miss La Salle and school officers, as well as those making complaint, should be heard.

Accordingly, the board held a special meeting at 8 p. m. on September 23, 1924. In the meantime copies of Miss La Salle's annual report, describing the work of educational research now being carried on in the Washington schools, were distributed to each member of the board.

At the special meeting of September 23 Miss La Salle explained the kinds of tests given and the methods of giving them. Assistant Superintendent Wilkinson explained the work of a similar character which was being carried on in Divisions X to XIII. Citizens and patrons of the schools testified for and against the use of the tests and the method of utilizing the results.

The testimony offered was overwhelming in support of testing work. At the close of the hearing the superintendent submitted the following recommendations, which were unanimously approved by the Board of Education:

1. That the Board of Education reaffirm its belief in the value of the program of educational research which was inaugurated with the appointment of Miss Jessie La Salle as supervising principal to take charge of such work.

2. That the Board of Education reaffirm its previous position in favor of two directors of educational research, one for Divisions I to IX and one for Divisions X to XIII, with trained assistants and adequate equipment, all to be provided out of public funds.

In the meantime the board should continue the work as organized and conducted during the past year and will accept voluntary contributions when necessary for carrying on the work. This is in

accordance with the action of the board taken at the meeting of October 4, 1922.

3. That the Board of Education approve the establishment of opportunity classes for both rapid and slow pupils where possible; if not possible, the board authorize accelerated promotions when the available evidence indicates the probable success of the pupil in the higher grade.

4. That the board approve the practice of using the results of tests along with scholarship, deportment, and effort and other usual factors as a basis for the classification of pupils in the elementary and junior high schools.

5. That the board commend the hearty cooperation of teachers and officers which has been extended to Miss La Salle in inaugurating this new work in the Washington schools.

6. That the board especially commend the professional enthusiasm of teachers and officers in Divisions X to XIII which prompted them to raise money in order to carry on testing work in the schools of those divisions during the past school year.

7. That the board approve the policy of training of normal-school pupils in the theory and practice of educational measurement before graduation, in order that said graduates may thereby enter the service as teachers qualified to make appropriate use of standard tests.

8. That the board indorse and commend the work of Miss Jessie La Salle in carrying on standardized testing in the Washington schools during the past school year. In view of the nature of the testing work and limited resources at her command, and the difficulties involved by small buildings, and salary classifications of teachers, the board believes her work to have been highly successful.

9. Finally, and in general, that the board authorize the administrative officers to carry on this work during the coming year and to extend it in so far as the resources at the disposal of the Board of Education may permit.

The promotion of Miss Jessie La Salle to be assistant superintendent in charge of educational research in Divisions I to IX, and Mr. H. H. Long to a corresponding position in Division X to XIII, will make it possible to extend educational research work to a larger number of schools and pupils during the coming school year.

### 3. PROMOTIONS FROM ONE SALARY CLASS TO ANOTHER

In view of the passage of the teachers' salary act, which became effective July 1, 1924, questions were raised as to the policy of the board regarding promotions from one salary class to another, particularly from 2A to 2C of junior high schools, or from 2A or 2C to the senior high school. In order that a definite policy might be established the Board of Education, on recommendation of the superintendent, passed at its meeting on October 15, 1924, the following order:

"Ordered, That in the administration of the salary law, approved June 4, 1924, the policy heretofore followed of requiring systematic written or credentials examinations as a basis of promotion from classes 1, 2, 3, 4, or 5 to class 6A or from class 6A to 6B shall be continued in the cases of all promotions from a lower to a higher salary class or from Group A to Group B of any salary class."

The above order continues the policy which has heretofore prevailed regarding promotions from one salary class to another.

#### 4. POLICY IN FILLING JUNIOR HIGH SCHOOL PRINCIPALSHIPS

In connection with the appointment of Miss Bertie Backus to be principal of the Powell Junior High School, the superintendent prepared and submitted to the Board of Education a "Memorandum on junior high school principalship," outlining a policy which he felt he should follow in recommending the appointment of persons to be junior high-school principals. At its meeting on January 21, the board passed the following resolutions:

"That the superintendent be requested to distribute, as an official bulletin, the statement submitted at the last meeting, outlining the policy with respect to the filling of a junior high school principalship."

In accordance with this request, the superintendent distributed the aforementioned statement to the officers and teachers in the school system, and it is included here for record.

"The principal of a junior high school in Washington is largely an independent officer in charge of the supervisory and administrative operation of his school. In that respect his functions are more nearly like the functions of a senior high school principal than like the functions of an elementary school principal. The salary is sufficient to secure well-qualified persons for such positions.

"By law it is the duty and responsibility of the superintendent to recommend in writing to the Board of Education the appointment of teachers, principals, and officers. The superintendent believes that no more important responsibility rests upon him than that of seeking out and recommending for appointment those persons who are qualified to render the various kinds of teaching, supervisory, or administrative service which are required in an efficient school system.

"Every thoughtful superintendent appreciates the desirability of filling the higher positions in the service by the promotion of properly qualified persons from within the service. Such a policy acts as a worthy incentive to conscientious professional endeavor on the part of those in the service.

"If, however, a school system is to become efficient or to maintain its highest efficiency, persons promoted to such an important place as the principal of a junior high school must not only be able to organize and operate the school successfully, but they should be qualified to make a real contribution to the improvement of education in the junior high school and the school system. The basis for determining the comparative qualifications of candidates must include not only the past record of candidates but the promise of future success in a new kind of work.

"It is generally recognized that specific preparation for the teaching profession is essential to one's success in teaching; it is coming to be as definitely recognized that one's success in supervisory or administrative work is contingent upon one's specific preparation for such a position.

"While the principal of a school should be a good teacher, should be able to recognize good teaching, and should be able to promote

good teaching; nevertheless the principalship of a school is more than an enlarged teachership. There are certain duties and responsibilities to pupils, patrons, and one's associates in the administrative and supervisory staff of the school system which must be clearly understood by one who expects to succeed as a principal. Colleges of education throughout the country are providing systematic instruction in the functions and duties of principals of schools.

"In the absence of the possibility of obtaining preliminary experience in a principalship before appointment to an important position as principal, a thoroughgoing study of the work of a principal and of the functions of the institution over which one is to preside becomes a valuable substitute. I stand squarely on the policy of adequate academic and professional preparation on the part of all appointees, whether teachers, principals, or administrative or supervisory officers.

"It is important that every principal appointed to a school should have had some special preparation for his position, but it is especially important in the case of the principal of a junior high school. The principalship of a senior high school or of an elementary school has come to be a position with well-established duties and functions: the principal of a junior high school is at this time establishing the traditions which in the future will be associated with junior high school principalships.

"It becomes, therefore, of the greatest importance that persons appointed to junior high school principalships shall possess the personal and professional qualifications essential to the establishment of right traditions and educational developments in the junior high school.

"The position of principalship of a junior high school in the city of Washington carries the compensation of from \$3,500 to \$4,000. While this is not a large salary for such position, this scale of pay does place Washington in the upper group of the cities of the country. The salary offered and the manifest advantages of being connected with the Washington schools makes it possible to secure persons of considerable experience, the character of which is amply attested, and of definite preparation under the best authorities in this country for the work of junior high-school direction. Where ability, attested service, and preparation are relatively even, the wise executive recognizes the person within the existing service. Where the character of preparation submitted by a person not now in the service is more definite, more scholarly, more serious than that submitted by those within the service, and to this preparation is added an outstanding successful experience in administration, the executive of a school system must construe that it is his duty to obtain for the system the person who promises the best service for the advancement of education in the community which he serves."

##### 5. VALID EXCUSES FOR ABSENCE

The new compulsory attendance law, which was approved February 4, 1925, provides that the Board of Education shall define valid excuses for the absence of pupils from school. Accordingly, at its meeting of February 18, 1925, the Board of Education defined

the following as valid excuses for absence under the provisions of the compulsory attendance law:

- a. Illness of the pupil.
- b. Death in the immediate family of the pupil.
- c. Quarantine by direction of the health office.
- d. Court subpoena.
- e. Unusual emergency.

#### 6. RULES GOVERNING PROPER USE OF FLAG

Heretofore practices with respect to the use of the flag have varied in the different schools of the District of Columbia. Accordingly, the superintendent appointed the following committee to consider and report on the proper use of the flag: Sleden M. Ely, chairman, Walter B. Patterson, Leon L. Perry.

The following circular issued on February 5, 1925, to officers and teachers of the school system incorporates the result of the work of the committee:

"On the recommendation of a committee appointed to give consideration to the proper use of the flag in the public schools the superintendent, with the approval of the Board of Education, has the honor to promulgate the following directions, which shall be observed in connection with the use of the flag in the schools:

"1. Hereafter the pledge of allegiance to the flag shall be as follows:

"I pledge allegiance to the flag of the United States and to the Republic for which it stands, one Nation, indivisible, with liberty and justice for all."

"This revision has been recommended by representatives of over 68 patriotic organizations.

"2. Hereafter the salutation of the flag shall be executed in the following manner:

"Before commencing the repetition the pupils and teacher should stand in good position with the arms and hands hanging easily at the sides. With the beginning of the words "I pledge" the right hand should be lifted naturally to a position with the forefinger touching the right forehead and the palm extending directly out from the face. As soon as the phrase "to the flag of the United States" is reached the right arm should be extended outward toward the flag, with the palm slightly upward and the thumb slightly raised from the palm. The arm and hand should remain in this position until the pledge is completed, when they should be allowed to fall quietly to the side to their original position.

"3. Hereafter the following directions shall be observed uniformly in connection with the use of the flag in and on our school buildings:

"(a) That the flag be flown at full staff on school days from 8.30 in the morning until the last class is dismissed in the afternoon.

"(b) That the flag be flown at full staff on all patriotic holidays, except that on Memorial Day the correct form is for the flag to be flown at halfstaff from early in the morning until 12 o'clock noon. After 12 o'clock noon the flag should be flown at full staff.

"(c) The flag should be flown at halfstaff during periods specifically designated to show respect to the death of persons connected with the schools or others to whom respect is desired to be shown.

"(d) When the flag is flown at halfstaff it should be hoisted to the peak and then lowered to the halfstaff position, but before lowering the flag for the day it should be raised to the peak.

"(e) The flag should never be flown between sunset and sunrise. This is an improper use and really a desecration of the flag.

"(f) The flag should never be used as drapery. Use bunting of red, white, and blue.

"(g) The flag should be flown from a staff, but when it is desirable to attach it to a wall the field should be on the left of the observer.

"(h) Do not fasten the flag in such a manner that will permit it to be easily torn.

"The principals of buildings will please be responsible for bringing this circular to the attention of every employee under his supervision."

#### 7. COMMERCIAL COURSE AT WESTERN

The following are the reports of the superintendent to the Board of Education on the establishment of a commercial course at the Western High School:

##### REPORT OF SUPERINTENDENT TO THE BOARD OF EDUCATION ON JANUARY 21, 1925

"At the meeting of the Board of Education held on December 17, 1924, the board received a recommendation from the Georgetown Citizens' Association recommending the establishment of a commercial course in the Western High School. This request was referred to the superintendent for investigation and report. Accordingly, the superintendent presents the following report:

"It appears to the superintendent that the proposal to establish a business course in the Western High School should be determined on the basis of answers to two questions. First. Is there a sufficient number of pupils in the territory served by the Western High School to justify the establishment of such a course? Second. Will the Western High School Building accommodate both the academic and commercial pupils who reside in the district served by the Western High School?

##### " COMMERCIAL PUPILS LIVING IN GEORGETOWN

"On inquiry of the principal of the Business High School, I find that there are 43 boys and 123 girls, making a total of 166 pupils, living in the territory west of Rock Creek Park and Connecticut Avenue who now attend the Business High School.

"The principal of the Central High School reports that there are 32 pupils residing in the territory served by the Western High School who are pursuing a commercial course in the Central High School.

"These figures show that there are 198 pupils living in the territory of the Western High School who are daily traveling to the Business High School at Ninth and Rhode Island Avenue or to the Central High School, located on Clifton Street between Eleventh and Thirteenth Streets. In the judgment of the superintendent this number of pupils living in Georgetown warrants the establishment of a commercial course in the Western High School providing accommodations at the Western High School will permit.

## "ACCOMMODATIONS OF THE WESTERN HIGH SCHOOL

"The addition to the Western High School, which will be completed in March, 1925, will provide additional accommodations for 550 pupils, making a total capacity of the school 1,200 pupils. The enrollment in the Western High School as of November 1, 1924, was 1,058 pupils. It will be seen, therefore, that Western High School should be able to accommodate an additional enrollment of 150 pupils when the present construction is completed. Moreover, provision is being made under the present contract for partial construction of 10 additional classrooms. These 10 rooms will increase the capacity of the school materially, and in the judgment of the superintendent the school can accommodate the additional pupils living in Georgetown who desire to pursue a commercial course.

"The attention of the board is further invited to the fact that there is a total of 269 pupils now attending the Western High School from the Mount Pleasant section, which is territory properly belonging to the Central High School. Obviously, pupils living within the territory belonging to the Central High School ought not to be permitted to attend the Western High School if their attendance deprives pupils living in the vicinity of the Western High School the privilege of attending that school. At present there is no need of considering the transfer of any such pupils, since the additional commercial pupils can be accommodated in the Western High School.

"The superintendent accordingly recommends, first, that a commercial course be offered in the Western High School beginning in September, 1925; second, that pupils pursuing commercial courses in other schools shall not be required to transfer from said schools to the Western High School; third, that pupils attending the Western High School from territory belonging to schools other than the Western High School be allowed to continue their academic instruction in the Western High School; fourth, that in the enrollment of pupils in the Western High School following September 1, 1925, preference be given to pupils desiring to pursue an academic or commercial course in the Western High School who live in the territory west of Rock Creek Park and Connecticut Avenue."

## REPORT OF SUPERINTENDENT TO THE BOARD OF EDUCATION ON JUNE 24, 1925

"At the meeting of the Board of Education held on March 18, 1925, the board authorized the superintendent to confer with the parties in Georgetown and vicinity interested in the action of the Board of Education of January 21, 1925, establishing a commercial course in the Western High School beginning September, 1925. (See board minutes of January 21, 1925.)

"Pursuant to this authorization the superintendent held a conference in his office on April 14, 1925, to which conference the following citizens were invited. Each organization was represented except the West End Citizens' Association. Western Home and School Association, Gen. J. J. Bethune; Burleith Citizens' Association, Dr. E. H. Immon; Cathedral Heights Citizens' Association, Mr. Hugh M. Frampton; West End Citizens' Association, Mr. W. W. McCaslin; Georgetown Citizens' Association, Mr. Frank P. Leach, Mr. T. A. Oliver.

"General Bethune and Doctor Inmon, representing, respectively, the Western Home and School Association and the Burleith Citizens' Association, spoke against the establishment of a commercial course in the Western High School. Mr. Leetch (Mr. Oliver left before having an opportunity to speak), representing the Georgetown Citizens' Association, and Mr. Frampton, representing the Cathedral Heights Citizens' Association, spoke in support of the action taken by the board in establishing a commercial course. The briefs prepared by General Bethune, Mr. Leetch, and Mr. Frampton are transmitted herewith as a part of this report. There is attached hereto also the original report of the superintendent recommending the introduction of commercial studies into the Western High School next September.

"Opposition to the establishment of a commercial course in the Western High School appears to be based upon the following considerations, which the superintendent takes the liberty of commenting upon.

"1. The capacity of the Western High School Building will not accommodate additional commercial pupils.

"The attention of the Board of Education is again invited to the figures presented in the superintendent's original report on this subject, showing that there are 198 pupils attending the commercial course in the Business High School and in the Central High School; and that there are 269 pupils pursuing college preparatory courses in the Western High School that live in territory outside of the reasonable geographical district belonging to the Western High School. Obviously, pupils living nearer the Central High School should not be permitted to attend the Western High School if by so doing it deprives any pupils living near Western High School of an opportunity to receive instruction in that school. Since the number of pupils pursuing college preparatory courses in the Western High School who live outside of the territory which can justly be claimed as the Western High School district is greater than the number of commercial pupils which the Western High School Building would be expected to accommodate, the above statement concerning the capacity of the building does not appear to be valid argument.

"Moreover, attention is invited to the fact that a junior high school will be established in the immediate vicinity of Western High School which will retain first-year pupils, thereby further limiting the enrollment of first-year pupils in the Western High School. The five-year school building program contemplates an additional junior high school in the vicinity of Reno, which together with the Georgetown Junior High School will accommodate, practically if not all, first-year high school pupils in the territory served by the Western High School.

"2. Fear is expressed that the introduction of a commercial course into the Western High School will decrease the effectiveness of the college preparatory work now carried on in the Western High School.

"The general practice of establishing college preparatory courses, commercial courses, and technical courses in cosmopolitan high schools throughout the country is a complete answer to this objection. Moreover, the practice in our own city in Central High School and in

the Eastern High School to provide parallel courses for college preparation and for commercial and business practice has not produced any such disadvantageous results on the college preparatory work as is implied in the above statement.

"The superintendent discussed this matter of a commercial course at the Western High School with the high-school principals. The principals of Central, Eastern, and Dunbar High Schools stated that they did not believe that their college preparatory work suffered because commercial courses were offered in those schools. It should be pointed out that the commercial subjects introduced in Western will be offered as electives in a manner similar to the provision which is made at Eastern and Central High Schools. There will be no two-year commercial course established. Doctor Newton stated that, in his judgment, when this fact were known a good deal of the opposition at Western would subside.

"The superintendent believes that a school system should be organized and conducted in such a manner as to provide equal educational opportunities for all types of students throughout the city. The 200 students of high-school age and standing, which are pursuing a commercial course in other schools, living in the territory served by the Western High School have just as much right to ask the Board of Education to provide appropriate instruction for them in the Western High School as have the pupils in the same territory to ask the Board of Education to provide college preparatory instruction for them. Commercial students living in the vicinity of Western High School and obliged to travel to the Central High School or to the Business High School can not be said to have an equal educational opportunity with those pupils whose education is provided for in Western High School.

"The attention of the board is further called to the fact that the new plans for locating Business High School on Iowa Avenue and Upshur Street will still further remove business training from the Georgetown territory.

"In conclusion the superintendent advises the board that his consultation with the representatives of these associations, appearing for and against the establishment of the proposed commercial course, and his consultation with other representative citizens interested in this matter, have not revealed any facts not known to the superintendent and his associates when the establishment of this commercial course in the Western High School was recommended. The superintendent finds no valid reasons for recommending to the Board of Education the reopening of this subject.

"The superintendent recommends that this report be received by the board and placed on file. Copies of the report have already been furnished each member of the board.

"Accompanying this report are the following communications:

"1. Letter from Mr. Hugh M. Frampton, president of the Cathedral Heights Citizens' Association, addressed to Dr. F. W. Ballou.

"2. Letter from Mr. Frank P. Leetch, Georgetown Citizens' Association, addressed to Dr. F. W. Ballou.

"3 Letter from Mr. J. F. Bethune, president of the Western High Home and School Association, addressed to Dr. F. W. Ballou.

"4. Memorandum to the Board of Education submitted by Mr. Bethune, representing the Western High Home and School Association.

"5. Letter from Mr. J. A. Oliver, president of the Georgetown Citizens' Association, addressed to Dr. F. W. Ballou.

"6. Letter from Mr. B. A. Bowles, vice president of the Potomac Savings Bank, addressed to Mr. J. A. Oliver.

"7. Letter from Mr. H. M. Frampton, Cathedral Heights Citizens' Association, addressed to the superintendent of schools."

#### S. FRATERNITIES VERSUS THE BOARD OF EDUCATION

The board's relations to the fraternity problem in the high schools, which for a long time engaged the attention of the public-school authorities, came into prominent notice during the past year, and somewhat unexpectedly, through legal proceedings instituted. For a quarter of a century and more successive Boards of Education have maintained the general attitude that secret organizations in our high schools are objectionable. This conviction found expression in the passage of various rules from time to time to prevent or regulate societies of this kind.

In 1900 the Board of Education then administering the public schools adopted the following, known as:

"Rule 19. There shall be no organization of any society or organization among pupils as such."

The prohibitive regulation remained in that form until its revision in 1907, when it was qualified in the enactment of a rule as follows:

"61. There shall be no organization of any society or association among pupils as such, except that musical, literary, and athletic societies or clubs of open membership, whose boards of governors shall be composed of equal members of teachers and pupils, and senior class organizations in high schools may be permitted on the written order of the superintendent of schools, the same to be reported to the Board of Education."

In a succeeding edition of the board's rules, issued in 1911, the preceding regulation was retained in identical language and became rule 64. Despite the ban placed on Greek-letter fraternities and sororities, in 1916 some secret organizations were reported as having a membership among pupils of the Eastern High School. The representations made to the school authorities were in formal protests against the activities of these fraternities on the basis of their being detrimental to school interests. The Board of Education promptly took cognizance of the disregard of its rule by the appointment of a committee to investigate the subject fully. The numerous hearings that followed assume a comprehensive scope, in which faculty members, pupils, fraternity members, parents, and interested citizens participated.

The outcome of these hearings was not only a reaffirmation of the existing rule forbidding membership in fraternities and sororities, but the addition of a penalty for its violation, namely, expulsion from school. This penalty was never applied, doubtless because of its severity. However, the forbidden organizations continued to exist, and on June 1, 1921, the board modified its policy, in which the penalty was not expulsion, but disbarment from recognized school

activities and special honors. Moreover, a policy was established as to the approval of certain school organizations known to be wholesome and which meet the standards set by the school officials. The application of this policy, furthermore, placed the student upon his honor to report to his principal any connection with an unapproved organization.

The fraternity problem again claimed the active attention of the school authorities during the recent months of the year. In March, 1925, a photograph of a group of Sigma Delta fraternity members disclosed pictures of a number of students of the McKinley Technical High School. From the publicity that resulted students of the Central and Western High Schools also acknowledged their membership in fraternities and sororities. It developed also that these students, over their own signatures on the pledge card provided, had denied the fact of such membership.

The restrictions of the rule were at once applied, and a considerable number of students were consequently deprived of their special honors. A group of them united to test the reasonableness or the legality of the rule passed on June 1, 1921. This resulted in a case at law in the Supreme Court of the District of Columbia, with three students as plaintiffs (relators) and the members of the Board of Education named as respondents.

In the ensuing court proceedings their attorney's chief claim was that the rule of June 1, 1921, was not legally enacted, in that a notice of its proposed adoption did not meet the full requirements of the by-laws of the Board of Education. His main argument was based upon this alleged noncompliance with the board's rules, holding that the regulation invoked upon his three clients as a test did not really exist and was only an alleged rule. Witnesses were called and proof or counterproof of certain allegations was submitted to the court. When the three fraternity boys were called as witnesses they were shown the signed cards required by the principal of their schools. In several instances the parent was a witness along with his son, and the admission of these witnesses was clear that they signed the pledge in contradiction of the fact of membership.

The outcome was an opinion from the court that the relief sought by the boys could not be granted, inasmuch as the three students did not come into court with clean hands. In other words, they had been guilty of deception as to the very matter they complained of and as to which they sought the protection of the court, and had by such statements forfeited any right to such protection. The case was therefore thrown out of court without any opinion upon the merits of the main question whether the rule itself is reasonable and legal.

HARRY O. HINE,  
*Secretary Board of Education.*

#### 9. EMPLOYMENT OF ANNUAL SUBSTITUTE TEACHERS

The appropriations bill for 1926, which became effective July 1, 1925, provides salaries for 24 annual substitute teachers. These teachers are employed on an annual salary which is the basic salary of the teachers whose places they take. The law further provides that they shall possess such eligibility qualifications as the Board of Education may determine.

Accordingly, on the recommendation of the superintendent of schools, the board adopted the following policy to be followed in the appointment and service of annual substitutes.

CONDITIONS GOVERNING APPOINTMENT OF ANNUAL SUBSTITUTE TEACHERS

[Approved by the Board of Education at meetings of June 17 and 24, 1925]

On the recommendation of the superintendent, the board adopted a policy to be followed in the appointment and service of annual substitutes. The details in full follow:

1. A rated list of eligibles shall be prepared by the board of examiners after reviewing the credentials of the applicants. These lists shall be arranged in order of the desirability of the eligibles from the point of view of usefulness to the school in the field in which the eligible is to serve.

2. Fields of service shall be established as follows:

Elementary schools:

Kindergarten and grades 1 to 4, primary.

Grades 5 to 8, intermediate.

Grades 7, 8, 9, junior high.

Grades 10, 11, 12, senior high.

3. A separate list of eligibles shall be prepared for each field of service.

4. The boards of examiners shall consider as qualifications:

At least two years' service in the field in which the substitute is to serve.

Professional, scholastic, and personality qualifications shall be the same as those required of teachers in the same field.

The age limit established for regular teachers shall not act as a bar in consideration of eligibility for the position of annual substitutes.

Health, vigor, and physical condition sufficient for anticipated service shall be determined by physical examination.

5. Some of the factors which shall enter into the consideration of credentials shall be:

Teaching service:

Recency.

Success.

Scope.

Professional training above required minimum.

Scholastic preparation.

Physical condition.

6. Annual substitutes shall be rerated on the eligible list each year by the boards of examiners.

7. Unsatisfactory service by an annual substitute may result in the termination of the service of such substitute at any time upon recommendation of the superintendent and approval of the Board of Education.

8. Annual substitutes shall be appointed in like manner as regular teachers, except that the appointment shall be for one year only and that they shall be assigned to fields of service and not particular schools.

9. The assignment to service and pay certification of an annual substitute shall be made by the officer at headquarters in direction

of the field of service in which the substitute is to serve. Supervision shall be the responsibility of the official in charge of the division or school in which the substitute serves.

10. Cases in which annual substitutes are to be employed shall be:

- a. Absence of a teacher which is certain to be of considerable duration.
- b. Brief service in critical situations.
- c. In any short-term absence in any field when none of the above cases exist.
- d. When no need exists for the service of the annual substitute as a substitute, the substitute shall be available for such regular school work as the officers in charge of such substitute may direct.

#### 10. ENROLLING PUPILS FROM MARYLAND

Increasing difficulty is found by administrative officers in undertaking to accommodate in the suburban schools the children from Maryland. To the end that a common policy should be followed in the handling of this matter, the board adopted, on recommendation of the superintendent, the following policy:

1. After the enrollment of any class has reached a total of 42 pupils, no additional pupils shall be enrolled in said class unless he is a resident of the District of Columbia.

2. After the enrollment of a class has reached a total of 48 pupils, seats must be provided for applicants who reside in the District of Columbia by transferring from the class an equal number of enrolled pupils who reside in Maryland. (Compulsory education laws make it incumbent upon the school authorities to provide for the District pupils.)

3. Classes that now have an enrollment of more than 42 pupils will not be reduced in size by the transfer of Maryland children already enrolled.

#### 11. CONFERENCES OF CITIZENS WITH THE BOARD OF EDUCATION

The Board of Education has maintained its custom, instituted several years ago, of inviting into joint conference the many citizens' associations, civic and trade bodies, parent-teacher associations, and like groups interested in public school problems.

Two such conferences were held during the current year, in December, 1924, and April, 1925. At each gathering representatives from about a hundred organizations were present. The importance of these joint discussions on school needs has been convincingly demonstrated. This has been shown by an increased interest in school affairs by the public and by a greater knowledge of the details of procedure from the time school estimates originate, through the channels that lead to the enactment of laws providing the necessary appropriations.

The net result of these joint meetings of the citizens has been a more effective partnership with the Board of Education and its constructive program. The keynote has been cooperation, for it has become apparent that the public more and more is appreciating the fact that it has a vital part in convincing the Congress of the merit

of its requests as indicated in the annual estimates. A sentiment expressed at the conference of December, 1924, appraises the value of an alert and intelligent interest by the community in public-school affairs: "The united voice of the District people is necessary and will be far more potent, more persuasive, than are the arguments of the superintendent of schools or the members of the Board of Education."

HARRY O. HINE,  
*Secretary of the Board.*

## 12. THE TEACHERS' INSTITUTE

During the school year 1924-25 there was one all-day session of the teachers' institute and two late afternoon addresses. The policy started the previous year of having a number of departmental conferences in addition to the general sessions was continued.

The institute committee of the teachers' council did noteworthy work in planning the program and in perfecting every detail of the institute. Mr. Charles Hart was chairman of the committee, and his associates were Miss Rose Stutz, Miss Elsie E. Green, Miss G. Dorothy Pelham, and Mr. George H. Murray.

The program of the general session of the institute, on January 30, 1925, is given below. This was given at both the Central and the Dunbar High Schools.

### THE PROGRAM

#### *General sessions*

Address: "Handling a class." Frank D. Boynton, superintendent of public schools, Ithaca, N. Y.

Address: "A threefold challenge to modern education." Payson Smith, commissioner of education, Boston, Mass.

#### *Departmental meetings*

Topic: "English in its relation to thinking." Charles S. Thomas, Harvard University, Cambridge, Mass.

Topic: "Problems of preschool education and the public schools." Arnold Gesell, director, Yale Psycho-Clinics, New Haven, Conn.

Topic: "The philosophy of general science." Edwin E. Slosson, director, National Research Council, Washington, D. C.

Topic: "Training for retail-store service." Miss Isabel C. Bacon, Federal Board for Vocational Training, Washington, D. C.

Topic: "Some practical experiences in organizing a course in general mathematics for the ninth year." W. D. Reeve, Teachers' College, Columbia University, New York City.

Topic: "Practical problems in a progressive reading program." Miss Laura Zirbes, Lincoln School, Columbia University, New York City.

Topic: "Physical education a fundamental part of the school program." Charles H. Keene, director, Health Education Bureau, Harrisburg, Pa.

Dr. William Mather Lewis, president of George Washington University, addressed the teachers on "Encouragements." This lecture was given at Central High School at 3.30 p. m. on April 8, and at the Dunbar High School on May 6.

At the request of the committee on institute, the superintendent spoke to the teachers on May 21 and 22 at Central and Dunbar High Schools. His subject was "Subject matter and the child in education."

### **III. THE FIVE-YEAR SCHOOL BUILDING PROGRAM ACT**

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The five-year school building program law for the public schools of the District of Columbia, passed by the Sixty-eighth Congress, represents the most comprehensive systematic building program ever undertaken for the public schools of Washington. The importance of the passage of this legislation can be overestimated. The need of additional schoolhouse accommodations is urgent. When this legislation shall have been transposed into the accomplishments in the form of the buildings contemplated in this act, the effect of this legislation on the education of the public school children of Washington during the next two or three generations will be equal in importance to that of any legislation heretofore enacted by Congress. The present and future citizens of Washington owe Congress and all other agencies which assisted in the passage of this law a debt of profound gratitude for the educational facilities which this law makes possible.

#### **PURPOSE OF THE ACT**

The purpose of this law as stated in the act is as follows: "To abandon all portables; to eliminate the use of rented buildings; to abandon the use of undesirable rooms; to reduce elementary-school classes to a standard of not more than 40 pupils per class; to provide a five-hour day of instruction for elementary-school pupils, thereby eliminating part-time classes; to abandon all school buildings recommended for immediate or early abandonment in 1908; to abandon other school buildings which have become unfit for further use since 1908; to provide a full day of instruction for high-school pupils, thereby eliminating the "double shift" program in the high schools; to provide for the annual increase in enrollment of pupils during said five-year period; and, in general, to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and educational accommodations."

#### **PROVISIONS OF THE ACT**

The five-year school-building program act authorizes appropriations for elementary schools, junior high schools, and high schools sufficient in number so that by June 30, 1930, the schoolhouse accommodations in Washington will be sufficient to accommodate adequately all of the pupils who are now enrolled and the increased enrollment anticipated during this five-year period.

#### **ELEMENTARY SCHOOLS**

Fifteen new buildings are provided, as follows: Fifth and Decatur, Thirteenth and Montague, replacement of Force-Adams, re-

placement of Langdon, replacement of Lincoln, Calvert Street, Grant Road, Potomac Heights, Fifth and Sheridan, Fourteenth and Ogden, Alaska Avenue and Holly Street, replacement of Abbot, South Dakota Avenue and Rhode Island Avenue, replacement of Randall, vicinity of Lovejoy School.

#### JUNIOR HIGH SCHOOLS

Enlargements of present junior high schools are provided for Macfarland, Langley, Randall, and Hine. The Jefferson will be replaced by a new building. Eight other new junior high-school buildings are provided, as follows: Georgetown, Reno, Brightwood, Brookland, Stuart, vicinity of Kingsman School, Francis, vicinity of Garnet-Patterson.

#### HIGH SCHOOLS

The bill provides for the erection of new buildings for the Business and McKinley High Schools. It authorizes the purchase of additional land at the Armstrong and the Dunbar Schools, and provides for the equipment of athletic fields at the Western, McKinley, and Dunbar High Schools.

#### ADDITIONS TO BUILDINGS

Provision is made for additions to 28 elementary school buildings, as follows: Janney, Brightwood Park, Raymond, Bancroft, Park View, Burroughs, Buchanan, Bryan, Fairbrother, Bruce, Wilson, Phillips, Garrison, Deanwood, Burrville, Birney, New Bell, O Street Vocational, Woodburn, Kenilworth, Lenox, Amidon, Military Road, Reno, Smothers, Crummell, Harrison, Syphax.

#### SITES FOR FUTURE USE

The purchase of seven sites for future use in addition to land needed for school buildings to be erected during the five-year period is authorized as follows: Connecticut Avenue and Upton Streets, Foxhall Road and Calvert Street, Wesley Heights, E. V. Brown School, Sixteenth and Webster Streets, Rhode Island Avenue and Twelfth Street NE., north of Michigan Avenue extended.

#### ASSEMBLY HALLS

The bill authorizes the construction of a combined assembly hall and gymnasium in eight elementary schools which were designed for such facilities, as follows: Eaton, West, Petworth, Takoma, Wheatley, Douglass-Simmons, Lovejoy, Buchanan. All new or enlarged school buildings having 16 rooms or more will be constructed with combined assembly halls and gymnasiums.

#### PLAYGROUNDS

The five-year building program provides for the enlargement of the school playground facilities in 26 elementary schools: Addison, Eaton, Jackson, Morgan, Hubbard, Johnson, Petworth, Brookland, Eckington, Benning, Ludlow, Wheatley, Carbery, Peabody, Cranch, Ketcham-Van Buren, Toner, Wormley, Montgomery, Stevens, Sum-

ner-Magruder, Slater-Langston, Banneker, Douglass-Simmons, Jones, Payne.

#### URGENT NEED OF ADDITIONAL SCHOOLHOUSE ACCOMMODATIONS

The school children of Washington have never been adequately housed. The annual reports of the Board of Education from the beginning of the public-school system show that the school buildings have never been adequate to house the number of children seeking public education. Many children have regularly been housed in rented quarters; others have been receiving only a "part time" education; others have been housed in unsatisfactory basement rooms, and many have been crowded into oversized classes.

This condition was greatly intensified as a result of the war, when schoolhouse construction entirely ceased. Furthermore, in common with the practice in other cities, Washington introduced the portable one-room schoolhouse.

#### CONDITIONS IN 1920

These conditions had become so acute that the superintendent deemed it necessary to prepare a special report showing the urgent need of additional classrooms to accommodate both elementary and high-school pupils. This special report was made to the Board of Education on December 1, 1920.

The report showed that there were 78 portable schoolhouses in use at that date; that there were 19 pieces of property rented at an annual rental of \$16,500; that it would have taken 57 additional classrooms to accommodate pupils who were enrolled in classes in excess of 40 pupils in a class in the elementary schools, and that 18 additional classrooms would have been necessary to eliminate part time.

The report showed equally great congestion in high schools. Several high schools were operating on a "double shift" program, because the enrollment exceeded the capacity of high-school buildings by 1,264 pupils.

#### CONDITIONS IN 1920-21

The annual report of the superintendent of schools of 1920-21 gave extended consideration to the inadequacy of schoolhouse accommodations. The evidence reviewed in that report showed that previous investigations had likewise revealed a lack of sufficient school buildings to house the pupils of Washington.

The report of the congressional commission in 1882 showed that rented quarters represented 27 per cent of the classrooms in use; that they were poorly ventilated; that they were not adapted to school use, and were costly in rentals.

The congressional commission appointed in 1906, and reporting in 1908, formulated 18 recommendations, nearly all of which pertained to the condition of the school buildings. A review of that report showed that of the eight buildings recommended for early abandonment only one had been so abandoned.

The superintendent closed the analysis of schoolhouse accommodations in his report of 1920-21 with this statement:

"The present condition, with 78 portable schoolhouses, with 444 oversized classes in the elementary schools, with double-shift programs in most of the high schools, with 40 rented rooms or undesirable owned rooms, with 28 classes above Grade II on part time, and with many permanent buildings now in use which should have been long ago abandoned, shows how inadequately the school system has been provided for during the past 20 years."

CONDITIONS IN 1921-22

Extended consideration was again given to the shortage of schoolhouse accommodations in the annual report of 1921-22. In spite of the opening of 44 additional classrooms for elementary school pupils, congestion continued. The increase in enrollment was 995 pupils, a number sufficient to fill more than half of the additional classrooms provided, leaving only a few new rooms to make up past arrearages. The number of oversize classes increased from 444 in 1920 to 494 in 1921.

With no additional high school facilities opened in 1922, the increased enrollment of 1,347 pupils in high schools that year added to the congestion in those schools.

CONDITIONS IN 1922-23

In the report of 1922-23 the superintendent recognized the increased appropriations for school buildings during the past three years in the following language, but called attention to the fact that increased enrollments and accumulated arrearages had not been adequately met:

"The shortage of schoolhouse accommodations continues to exist in both elementary and high schools. While commendable increases in appropriations have been made in recent years, nevertheless the increased enrollments have not been wholly met, and the accumulated arrearages have not been made up.

"The needs of the school system have become urgent. During the past three years the school officials have assembled the facts about the congestion which exists, and about the relief which should be provided. The citizens, for whose children the schools exist, have united in the support of a program of improvement. The District Commissioners, the Bureau of the Budget, the appropriations committees of Congress, and the Congress itself have severally and collectively played their important part in increasing the appropriations for schoolhouse accommodations. The sincere thanks of the patrons of the schools are extended to these governmental agencies for providing this much-needed relief. As far as the superintendent has been able to examine the school records, appropriations for school buildings and grounds have been greater during the past three years than during any previous three years in the history of Washington schools."

The unmet needs of the elementary schools in 1923 were represented by the following conditions: The use of 61 portable schoolhouses; the necessity for 28 classrooms to eliminate the use of rented quarters; the need of 34 classrooms to eliminate the use of 34 unde-

sirable basement rooms, 57 additional classrooms to reduce oversized classes to classes of 40 pupils, 56 additional classrooms to eliminate part time; and 91 classrooms to replace buildings recommended for early abandonment in 1908. This represents a total unmet need of 460 classrooms for elementary schools as of November 1, 1922.

In the high schools as of November 1, 1922, the unmet need was high-school accommodations of 3,917 high-school pupils.

#### CONDITIONS IN 1923-24

In the annual report for 1923-24, the situation was summarized in the following language:

"Basing our judgment upon the accumulated shortage of schoolhouse accommodations indicated above, together with the probable increase in enrollment of elementary and high-school pupils, it is estimated—

"1. That 90 classrooms for elementary school pupils must be opened each year for a period of five years if portables are to be eliminated, the use of undesirable rooms or buildings is to be avoided, oversize classes are to be reduced, and part-time classes eliminated from the Washington elementary schools.

"2. That additional educational accommodations for approximately 1,000 high-school pupils should be opened for a period of five years in order to take care of accumulated shortages and the estimated increased enrollment in high schools.

"These estimates are conservative. They are based upon figures of actual enrollment and conditions in our elementary schools with respect to shortage of schoolhouse accommodations. The estimate of increased enrollment is based upon the increased enrollment over the past 10 years.

"In view of the shortage of schoolhouse accommodations for elementary pupils, to the extent of 459 classrooms, the failure of Congress to appropriate for a single additional classroom for elementary school purposes is thoroughly disappointing. It means that relief from distressing conditions must be postponed for another year.

"Moreover, any appropriations bill of the future which fails to appropriate for at least 90 classrooms for elementary school buildings and for accommodations for 1,000 high-school pupils will be likewise disappointing, because it will mean a postponement of the relief from overcrowded conditions to which the patrons of the public schools have long looked forward and which the pupils of the District of Columbia have every right as American citizens to expect from Congress."

#### STUDIES AS OF NOVEMBER 1

Annually the superintendent has made a careful study of schoolhouse accommodations as of November 1. This study has covered every phase of the problem of schoolhouse accommodations. Acute conditions have existed each year in spite of the opening of new buildings and additions to buildings.

The following tabulation shows the results of these annual studies:

*Report of schoolhouse accommodations—the accumulated shortage as of November 1 each year—elementary schools*

	1920	1921	1922	1923	1924
Classrooms needed—					
1. To eliminate portables.....	73	71	61	61	57
2. To eliminate rented quarters.....	41	33	28	28	24
3. To eliminate undesirable rooms.....	21	39	34	28	30
4. To reduce oversize classes.....	57	57	57	51	40
5. To eliminate part-time classes:					
Grades I and II.....	150	152	137	150	123
Above Grade II.....	18	19	19	18	6
	360	371	336	336	280
6. To abandon buildings recommended for immediate abandonment in 1908—still in use—					
John F. Cook.....	rooms.. 8				
Threlkeld.....	do.... 4				
	12	12	12	12	12
7. To abandon buildings recommended for early abandonment in 1908—still in use—					
Abbot.....	rooms.. 9				
Adams.....	do.... 8				
Berret.....	do.... 9				
Bradley.....	do.... 8				
Force.....	do.... 12				
Jefferson.....	do.... 20				
Lincoln.....	do.... 12				
Webster.....	do.... 12				
	90	90	90	90	90
8. To abandon other buildings now unfit for use—					
Bell.....	rooms.. 8				
Chain Bridge <sup>1</sup> .....	do.... 1				
Hamilton.....	do.... 4				
Smothers <sup>2</sup> .....	do.... 4				
Tenley.....	do.... 8	25	25	25	21
Arthur.....	do.... 8				
Brightwood.....	do.... 8				
Garnet.....	do.... 12				
Langdon.....	do.... 10				
Patterson.....	do.... 8				66
Grand total.....		487	498	463	459
					448

<sup>1</sup> New building occupied Nov. 26, 1923.

<sup>2</sup> New building occupied Oct. 15, 1923.

*Schoolhouse accommodations—high schools—evidences of congestion, as of November 1 each year*

School	Capacity in 1924	Enrollment, Nov. 1					Excess in 1924
		1920	1921	1922	1923	1924	
Business.....	900	1,208	1,281	1,330	1,256	1,203	303
Central.....	2,300	2,837	3,072	3,182	3,276	3,154	854
Eastern.....	1,500	561	884	1,052	1,397	1,545	45
McKinley.....	1,100	1,298	1,464	1,502	1,408	1,373	273
Western.....	650	760	894	1,041	991	1,058	408
Columbia Junior <sup>1</sup> .....	300	140	251	354	366	391	91
Hine Junior <sup>1</sup> .....	150					148	-2
Jefferson Junior <sup>1</sup> .....	100						-100
Langley Junior <sup>1</sup> .....	225					147	-78
Macfarland Junior <sup>1</sup> .....	225					197	-28
Armstrong.....	300	638	880	1,094	1,076	1,054	754
Dunbar.....	1,200	1,402	1,540	1,597	1,742	1,688	488
Randall Junior <sup>1</sup> .....	100					75	-25
Shaw Junior <sup>1</sup> .....	250	40	65	115	124	238	-12
Total.....	9,300	8,984	10,331	11,267	11,636	12,271	{ 3,216
Net excess.....		1,264	2,981	3,917	2,886	2,971	2,971 -245

<sup>1</sup> Ninth grade only in junior high schools.

In spite of the increased appropriations for school buildings during the past five years, the conditions existing in 1924 are not greatly improved over the conditions existing in 1920. The additional accommodations have taken care of increased enrollment and have reduced congestion to a limited extent. The buildings in process of construction during 1924 or appropriated for, will, when completed, reduce the congestion materially, especially in high schools.

#### CONGRESSIONAL STUDIES OF CONDITIONS

Congress has given unusual attention to school conditions in Washington in recent years, and has set a high ideal for public education in the Nation's Capital. The report on the "Five-year school building program for the District of Columbia (Report No. 1400 on H. R. 11079, 68th Cong. 2d sess., pp. 2-3) contains the following on this point:

"Washington, the Capital City of the Nation, should possess the best schools and school facilities to be found in America. The schools of Washington should be made the model schools of the land. School administrators and students of the great social, economic, and educational problems of the day should be making pilgrimages to Washington to examine the best schools in the country and to witness at the seat of the National Government that great vital agency of democracy—the American public school—in its most perfect and comprehensive form, which is to preserve forever the institutions, the traditions, and the ideals of our fathers and to shape and influence the destinies of mankind everywhere. The Nation is going to exact that this action shall be taken. The leaders in education in the Nation believe that no stronger influence to improve educational facilities and practices in this country could be exerted than the establishment of adequate modern public schools in the city of Washington. The National Education Association at Boston, in July, 1922, adopted the following resolution:

"We look to the city of Washington for leadership in matters of school administration, supervision, teaching, business management, and for the development of a sane, well-balanced, and progressive educational program in city schools. In a special sense the schools of the Capital City belong to the Nation."

In the same report, the attention of Congress to school matters is described in the following statement:

#### A DEFINITE POLICY AND COMPREHENSIVE BUILDING PROGRAM

"The five-year school building program proposed in H. R. 11079 is the result of three years of inquiry and study of schoolhouse accommodations in Washington by the subcommittees on schools of the House and Senate Committees on the District of Columbia and similar study by the school authorities. To indicate the significance of this proposed school-building program it is necessary to review what has been done and to indicate the basis on which this bill was prepared.

"The subcommittee on schools and playgrounds of the Committee on the District of Columbia of the Senate held hearings on "the building program" of the public schools of Washington on May 5.

6. and 7. 1921. The superintendent of schools, the engineer commissioner, various contractors, and representative citizens testified before the committee on the needs of additional schoolhouses and the alleged high cost of construction in Washington.

"These hearings gave extended consideration to the need of additional schoolhouse accommodations as indicated in the 'Special report on schoolhouse accommodations,' made by the superintendent of schools to the Board of Education on December 1, 1920.

"Joint hearings on schools and playgrounds were resumed on December 16, 1921, and continued through January 9, 19, 27, February 10 and 17, and June 22, 1922. The committee took the testimony of local school officials, representative citizens, and officers from various civic associations.

"The committee also heard some of the leading educators of the country, who were invited to discuss local conditions and general educational policies with the committee. The committee heard Dr. Thomas E. Finegan, then State commissioner of education for Pennsylvania; Dr. Randall J. Condon, superintendent of schools for Cincinnati; Dr. Harris Hart, State superintendent of schools for Virginia; Dr. W. S. Deffenbaugh, specialist on city schools of the United States Bureau of Education; and Hon. John J. Tigert, United States Commissioner of Education.

"This joint committee gave extended consideration to many different phases of the school system of Washington, and the printed hearings cover 160 pages.

"On February 26, 1923, the report of the subcommittee on 'Re-organization of the schools of the District of Columbia' (S. Doc. No. 315, 67th Cong., 4th sess.) was submitted to the committees of the Senate and the House of Representatives on the District of Columbia. The first part of this report is the statement of the committee and the latter part consists of a report prepared at the request of the committee by Dr. Thomas E. Finegan, who had appeared before the committee on two different occasions.

"Among other topics, this report of the subcommittee deals with the school-building program and the educational policies relating thereto. It is on the basis of this report and the testimony obtained by the committee, together with information collected by the school officials, that this bill on the five-year school-building program has been prepared.

#### STUDIES BY SCHOOL OFFICIALS

"On December 1, 1920, the superintendent of schools prepared and submitted to the Board of Education 'A special report on schoolhouse accommodations' on the urgent need of additional schoolhouse accommodations. This report was based on a detailed study of those conditions in the schools which result from the lack of proper school facilities. That report was the basis of the discussion before the subcommittee of the Senate Committee on the District of Columbia at its hearings in May, 1921.

"A similar but more detailed study of congestion in the schools has been made by the superintendent of schools and his associates on November 1 of each year. That study includes consideration of the portables in use, the rented quarters, undesirable rooms used for

classes, oversize classes, and classes which are on part time, in the elementary schools. It covers also part time and crowded conditions in high and junior high schools.

"The results of the study of congestion in the schools due to the lack of adequate schoolhouse accommodations as of November 1, 1924, was contained in a report submitted to the joint committees on the District of Columbia by the superintendent of schools in explanation of the five-year school-building program and printed for the use of the committee.

"The need of a definite policy for a school building program is stated in the following language of the report of the subcommittee:

"The construction of school buildings in the District of Columbia was practically suspended during the period of the war. Even though building costs have not yet returned to pre-war standards, the committee believes that further delay in providing schoolhouse accommodations is unwarranted. The education of the next generation now in our public schools must not be jeopardized through any failure on the part of those who appropriate school moneys to provide adequately for their proper instruction and training. The committee recommends that a definite policy be adopted which shall provide from year to year sufficient schoolhouse accommodations, in order that it make it possible for the Board of Education to eliminate part-time instruction, the use of portable schoolhouses, the use of undesirable school buildings now accommodating classes, and the reduction of the size of classes in both elementary and high schools to the standard generally accepted as desirable." (P. 6, S. Doc. No. 315, 67th Cong., 4th sess.)

"The preamble of the five-year school building program bill incorporates some of the language of this paragraph.

"This bill has been prepared with a view of accomplishing by June 30, 1930, those purposes stated in the preamble.

"Each year for a period of five years estimates for school buildings and grounds will cover such portions of the items contained in this bill as to insure the accomplishment of its purpose by June 30, 1930."

#### COMMITTEES AND CONGRESS ACT PROMPTLY

The congressional committees took unusual steps to expedite the enactment of this law. Provision was made for a joint meeting of the Committees on the District of Columbia of the Senate and House to consider and to take action on the bill. Sentiment in favor of the bill was unanimous, and only one hearing was held.

In the consideration of the great mass of legislation affecting the District of Columbia which was before the committees of Congress, the committees of the Senate and House placed the five-year school building program bill near the top of the list of bills to be given consideration in the short session which was to end March 4, 1925.

In the Senate the bill passed without debate on February 16, 1925, with the amendments recommended by the committee. In the House one hour was given for the consideration of the bill. The majority leader in charge of the bill devoted a half hour to the consideration of the merits of the bill. Since there was no opposition to the measure the time ordinarily assigned for that purpose was given

over to the discussion of an entirely different subject. The bill passed the House on February 23, 1925, in the identical form in which it passed the Senate. It was signed by the President and became law on February 26, 1925.

#### THE FIVE-YEAR SCHOOL BUILDING PROGRAM TIMELY

The passage of the five-year school building program act was timely. Congress, Budget officials, District officials, and the public of Washington were thoroughly familiar with the need of a comprehensive program of schoolhouse construction. The rapid progress of this legislation through Congress clearly indicates the unanimity of opinion which existed regarding the necessity for this legislation. The law was passed by Congress and became effective when signed by the President on February 26, 1925.

The legislation was also timely because of the passage of other legislation having to do with the District of Columbia. As a result of extended consideration on the part of the District Commissioners and Congress concerning the fiscal accounts of the District of Columbia and the United States Government, Congress passed "An act making an adjustment of certain accounts between the United States and the District of Columbia," which act was approved by the President on February 2, 1925.

This act recognizes balances in the United States Treasury due to the District of Columbia amounting to \$4,438,154.92, which are "made permanently available in such account of the District of Columbia for appropriation by Congress for purchase of land, construction of buildings for public schools, playgrounds, and park purposes other than and in addition to sums appropriated for such purpose in the District of Columbia appropriations act for the fiscal year 1926." By the provisions of this legislation further sums may be credited to the District of Columbia after an investigation by the Comptroller General.

When this bill was passed, on February 2, 1925, making this sum available, the five-year school building program legislation was before Congress. Hearings on the appropriations bill had been completed and that bill had progressed beyond the point where any action could be taken to appropriate money out of the surplus revenues under the provisions of the act making this fund available.

The "second deficiency act, fiscal year 1925," and the last deficiency bill to be presented to the Sixty-eighth Congress, had not progressed beyond the point where it was possible to incorporate certain land and school buildings to be paid for out of the surplus revenues. Accordingly the second deficiency act for 1925 carries appropriations for buildings and grounds for the public schools amounting to \$2,631,500. The passage of the five-year school building program act so promptly following the act making available the surplus revenues and several days preceding the close of the second session of the Sixty-eighth Congress made it possible for the Sixty-eighth Congress to make appropriations under the general provisions of the five-year school building program act.

The appropriations act for 1926 makes appropriations of \$1,545,000 for land and buildings for public-school purposes. This sum, together with the appropriations made in the second deficiency act,

fiscal year 1925, total \$4,214,000, or a little more than one-fifth of the five-year program. If corresponding appropriations are made in subsequent years the provisions of the five-year school building program act can be fully carried out by June 30, 1930, as provided in the act.

The passage of the five-year school building program act in sufficient time to make appropriations in the deficiency act made it possible to begin the construction of schoolhouses in accordance with the five-year program in 1925-26 and thereby saved a delay of one year in putting into effect this important legislation which means so much to the physical and educational welfare of more than 70,000 school pupils in Washington.

#### PROGRESSIVE EDUCATIONAL POLICIES RECOGNIZED

The five-year building program provides legislative authorization for the construction of new buildings in accordance with certain administrative and educational policies which have long been advocated by the Board of Education.

The bill recognizes the desirability of providing elementary school buildings with 16 or more classrooms. This provision supplements the corresponding provision in the teachers' salary act, approved June 4, 1924, establishing an administrative or free principal in elementary school buildings of 16 or more classrooms. Accordingly, many of the additional schoolhouse accommodations\* for elementary school pupils consist of eight-room additions to already existing eight-room buildings.

In these larger elementary school buildings, the five-year school building program act provides for a combined assembly hall-gymnasium, thereby recognizing the necessity for adequate indoor play space for pupils in bad weather and for the carrying on of certain physical training activities which can best be carried on indoors. An assembly hall likewise makes it possible to carry on certain school activities not heretofore possible.

The system of junior high schools inaugurated in 1919 is extended and developed in the five-year school building program act through the establishment of eight new junior high schools and the enlargement of five already established.

#### SOMETHING YET REMAINS TO BE DONE

The five-year school building program act is a legislative authorization for developing the school system of Washington. It contemplates that by June 30, 1930, all arrearages in schoolhouse construction will have been made up; that all contemplated increased enrollments will have been adequately provided for, and that the schoolhouses of Washington on that date will be suitable for providing the instruction and training contemplated in an up-to-date system of public education.

If this legislative authorization is transposed into actual accomplishments contemplated in the act, the passage of the five-year school building program act will have an effect on the education of the public school children of Washington during the next two or three generations equal to that of any legislation heretofore enacted

by Congress. This legislation will affect the education and physical welfare of from 70,000 to 80,000 school children annually during the lifetime of the new buildings now under construction and the old buildings being remodeled.

The five-year school building program act is only a legislative authorization: the act does not carry appropriations. It becomes necessary, therefore, for all those interested in the welfare of the public schools to join hands in securing the necessary appropriations for putting this extremely important legislation into effect during the next five years.

The total cost of the five-year school building program is estimated to be approximately \$20,000,000. The appropriation act for 1926 and the second deficiency act of 1925 combined carry appropriations for school-house construction amounting to \$4,214,000. If this legislation is to be effective and the purposes of the bill are to be accomplished in five years, it is obvious that correspondingly large amounts of money must be appropriated for school buildings and grounds each year during the next four years.

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The five-year school building program act is only a legislative authorization: the act does not carry appropriations. It becomes necessary, therefore, for all those interested in the welfare of the public schools to join hands in securing the necessary appropriations for putting this extremely important legislation into effect during the next five years.

The total cost of the five-year school building program is estimated to be approximately \$20,000,000. The appropriation act for 1926 and the second deficiency act of 1925 combined carry appropriations for school-house construction amounting to \$4,214,000. If this legislation is to be effective and the purposes of the bill are to be accomplished in five years, it is obvious that correspondingly large amounts of money must be appropriated for school buildings and grounds each year during the next four years.

As the united efforts of the community have resulted in securing the passage of this legislation, may the same united efforts support the securing of the necessary appropriations to carry the legislation into effect so that the full measure of possible results may be realized by June 30, 1930.

## IV. THE NEW COMPULSORY ATTENDANCE AND SCHOOL CENSUS LAW

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A new law governing school attendance, providing for a school census, and organizing a department of school attendance and work permits was passed by the Sixty-eighth Congress during the school year 1924-25. The passage of this law is the culmination of years of effort on the part of the National Consumers' League and the District Consumers' League, the Children's Year Committee of the District of Columbia, the Associated Charities, the Juvenile Protective Association, the District of Columbia Congress of Parents and Teachers, the Monday Evening Club, the Council of Social Agencies, and similar organizations in the District of Columbia interested in child welfare.

### EARLY ATTEMPTS AT LEGISLATION

On April 8, 1918, Mr. Keating, of Colorado, introduced a bill "To regulate the employment of minors within the District of Columbia." The National Child Labor Committee sponsored this bill, but the bill failed of passage.

In April and May, 1920, a new bill was introduced into the House and the Senate by Mr. Gard, of Ohio, and Mr. Curtis, of Kansas, respectively, entitled "A bill to regulate the employment of minors and to provide for compulsory school attendance of children within the District of Columbia." Three days were devoted to hearings on this bill by the subcommittee of the Senate and one hearing was held by the committee of the House in charge of this bill.

No reports were put in printed form as a result of these hearings.

The opposition to the Curtis-Gard bill was confined to the provisions relating to employment. These features regulated the employment of minors in the District of Columbia. No opposition appeared to the provisions of the bill relating to compulsory school attendance. The testimony before the committee does show that a question was raised as to the importance of a school census. Due consideration of these facts led those responsible for introducing similar legislation into Congress at a subsequent date to limit the next bill to compulsory school attendance, provision for a school census, and the organization and administration of such work under the Board of Education.

Accordingly, on June 10, 1921, another bill was introduced by Mr. Arthur Capper, of Kansas, in the Senate, and by Mr. B. K. Focht, of Pennsylvania, in the House, entitled "A bill to provide for compulsory school attendance of children, to provide for the taking of a school census, to create the department of school attendance and work permits for the administration of this act and the act to regulate the

employment of child labor in the District of Columbia, and for other purposes, within the District of Columbia." With a minor change, the bill was reported to the Senate by Senator Capper on June 28, 1921. The bill passed the Senate on September 6, 1922. Hearings were held by the Committee on the District of Columbia of the House of Representatives on the bill as it passed the Senate. The committee reported the bill with amendments on September 16, 1922. This bill was not reached on the House Calendar and therefore failed of passage in the second session of the Sixty-seventh Congress.

#### THE NEW BILL

In the meantime, a commission on child welfare legislation was organized in the District of Columbia. The bill, as originally prepared by the Board of Education, was referred to this commission for consideration along with other child-welfare legislation. As a result of the suggestions made at the hearing conducted by the commission and by the consultant of the commission, the bill was somewhat simplified in form and reintroduced into the Senate by Senator Arthur Capper on March 14, 1924, and in the House by Mr. F. N. Zihlman, of Maryland, on March 17, 1924. The bill was reported by Mr. Capper without amendment on May 20, 1924, and was passed by the Senate on December 30, 1924.

The bill, as it passed the Senate, was favorably reported, without amendment, by the Committee on the District of Columbia of the House of Representatives on January 17, 1925. The bill passed the House on January 26, 1925, and became law when it was approved by the President on February 4, 1925.

The fact that this legislation has been so long sought establishes its importance and causes those interested in it corresponding gratification for its enactment.

#### COMPARISON OF THE OLD LAW AND THE NEW LAW

##### 1. AGES OF ATTENDANCE

The old law required compulsory school attendance only of children from 8 to 14 years of age.

The new law makes school attendance compulsory for children from 7 to 16 years of age, except that a child of 14 years or over who has completed Grade VIII may obtain a work permit to be actually, legally, and regularly employed. If a child between 14 and 16 years of age is not actually, legally, and regularly employed he must attend school.

##### 2. EDUCATIONAL STANDARD

The old law did not specify any amount of education. Any child could leave school at 14 years of age, no matter how little schooling he had received. Such child was not even required to be at work after leaving school.

The new law provides that a child must have completed Grade VIII or remain in school until his sixteenth birthday. This law thus establishes an educational standard of an elementary school education for most children.

**3. EXCUSING FROM ATTENDANCE**

The old law provided that children might be excused from school attendance if their physical or mental condition rendered instruction inexpedient or impracticable. No other valid excuses were provided for.

The new law provides that children may be excused if unable to profit from attendance. However, a pupil may be required to attend upon specialized instruction adequate to his needs. The Board of Education is required to define valid excuses for absence.

**4. RECORDING ATTENDANCE**

The old law did not require a record of attendance of pupils, though the rules of the Board of Education did require the keeping of such records.

The new law requires an accurate daily record of attendance of pupils in public, private, and parochial schools, and by every private teacher.

**5. REPORTING ABSENTEES**

The old law did not require a report of absent pupils. A child could be absent three out of every four days and still comply with the law.

The new law requires every principal or head teacher to report promptly to the attendance department the names and addresses of absentees. The absentee pupil is reported after two days' sessions of absence or four half-day sessions of absence in any month.

**6. FINES FOR NONATTENDANCE**

The old law provided that persons who induced absence unlawfully from school, or who employed absent children while school was in session, should be deemed guilty of a misdemeanor and be punished by a fine of not more than \$20.

The new law provides that a person residing in the District having charge of a child who is unlawfully absent from school shall be guilty of a misdemeanor and be punished by a fine of \$10 or by commitment to jail for five days, or both. Each two days of absence constitutes a separate offense. On conviction of the first offense the sentence may, upon payment of costs, be suspended and defendant placed on probation.

**SCHOOL CENSUS****1. AGES OF ENUMERATED CHILDREN**

There have been no previous laws requiring a school census in Washington.

The new law requires a census of all children between 3 and 18 years of age. Eighteen years is fixed as the upper limit of enumeration because it is the approximate age for completing high school.

Knowledge of children in the District of 3, 4, 5, or 6 years of age will make possible suitable preparation for receiving them into school. This census record will also make it possible to enforce the school attendance law.

#### 2. KEEPING CENSUS UP TO DATE

The new law provides that the census record shall be amended from day to day as changes of residence occur.

#### 3. INFORMATION SECURED

The new law provides that the record of enumeration of children shall show full name, address, race, sex, and date and place of birth of every such child, the school attended by him, and, if child is not at school, the name and address of his employer, and the name, address, and occupation of the parents or guardian.

#### 4. FINES FOR FAILURE TO COOPERATE

The new law provides that any parent, guardian, custodian, principal, or teacher of child between the ages of 3 and 18 who willfully neglects or refuses to provide information required shall be guilty of misdemeanor and on conviction shall be punished by fine of \$10 or commitment to jail for five days, or both, at discretion of the court.

### ADMINISTRATION

#### 1. OFFICERS FOR ENFORCEMENT OF ACT

The old law, and subsequent appropriation acts, provided 11 attendance officers. There were two inspectors in child labor law enforcement assigned from the police department. The probation officers were under the juvenile court.

Under the new law, the director, attendance officers, clerks, and other assistants are appointed by the Board of Education.

#### 2. CHILD-LABOR OFFICE TRANSFERRED

Under the old law the child-labor office functioned directly under the superintendent of schools, and the child labor law inspectors were assigned from the police department.

The new law places the child-labor office in the department of school attendance and work permits, and provides that all employees concerned in the enforcement of the law shall be employed by the Board of Education.

#### 3. JURISDICTION

Under the old law the juvenile court had jurisdiction over cases arising under the child labor law, truancy, and incorrigibility, and the police court had jurisdiction over cases arising under the compulsory attendance law.

The new law gives the juvenile court jurisdiction over all cases.

**DEPARTMENT HAS ORGANIZED FOR WORK**

Pursuant to the provisions of this new law the department of school attendance and work permits has been established. The child-labor office has been transferred to that office, which now administers the compulsory attendance law, takes the school census, and issues work permits.

A director was appointed on May 18, 1925, and the work of taking the school census was initiated at once. It is expected that the school census will be completed shortly after the opening of the schools in September. This census will make available the first complete, authentic information which has ever been available for use in enforcing the compulsory attendance law, and in planning new accommodations for the increasing number of pupils who annually apply for admission to the public schools.

## V. FIVE YEARS OF EDUCATIONAL EFFORT

The successful administration of a system of public education depends, among other things, on a well-defined purpose or policy. The public schools of Washington have been organized and administered in accordance with the views held by the Board of Education and the administrative officers as to what a public-school system should undertake to do. The recommendations of the superintendent of schools to the Board of Education and to his associates have been made in accordance with those views.

Educational progress from year to year sometimes appears to be slow. The Board of Education and the administrative officers frequently find it difficult or impossible to accomplish all that they or the patrons of the schools would like to see accomplished. The development and improvement of a system of public education must be by evolution and not by revolution.

Changes must be gradual and must be made as opportunities arise. Stability must characterize the status of the teaching and administrative staff, as well as the course of study and the methods of instruction. Officers and teachers have a right to feel secure in their positions as long as they do efficient work. Methods of instruction should be discarded only after due consideration. Old courses of study should be replaced by new courses of study only when it seems reasonably certain that the new courses of study will provide better education and training for our boys and girls.

While educational progress in any one year may appear to be small, the developments and improvements which take place year by year over a period of years will usually indicate substantial progress. This annual report covers the fifth year of the administration of the schools under the present superintendent. It is now proposed, therefore, to review the recommendations made by the superintendent in the four preceding annual reports and to indicate what has been accomplished looking toward putting those recommendations into effective operation.

These recommendations have been made in accordance with the general policy of the Board of Education and the administrative officers. The board and the superintendent and his associates have worked consistently in accordance with that general policy. The results of their combined efforts, supported by the patrons of the schools, will be seen in the improvements brought about as a result of those recommendations.

These recommendations will be classified under four heads:

1. Recommendations on salaries and personnel.
2. Recommendations on schoolhouse accommodations.
3. Recommendations on upkeep, permanent equipment, and improvements to buildings.
4. Recommendations on extension of educational service.

## 1. RECOMMENDATIONS ON SALARIES AND PERSONNEL

The recommendations on salaries and personnel made by the superintendent in his four preceding reports are here quoted, accompanied by a statement of the accomplishment or lack of achievement in each case.

## A NEW SALARY SCHEDULE FOR SCHOOL EMPLOYEES

*Recommendation.—*

Legislation should be secured at once covering a new salary schedule for all employees of the Board of Education. There are several reasons for the urgency of this legislation, which will be discussed in turn. (P. 62, Report of 1921.)

*Accomplishment.*—The act approved June 4, 1924, covers a new salary schedule for all educational employees of the Board of Education—kindergartners, teachers, principals, directors, heads of departments, officers, and librarians.

The reclassification act approved March 4, 1923, went into effect July 1, 1924, and includes a new salary schedule for all clerical and janitorial employees of the Board of Education and the employees of the medical inspection staff.

## FIRST ASSISTANT SUPERINTENDENTS

*Recommendation.—*

That the present assistant superintendents of schools be advanced in rank at once to first assistant superintendents of schools, with salaries of \$5,000 per year each. These two officers should carry with them their present authority under the law or the rules of the Board of Education and would bear with the superintendent of schools the large responsibilities placed by law upon the superintendent's office. (P. 82, Report of 1921.)

*Accomplishment.*—The new salary schedule provides first assistant superintendents with salary schedule as follows:

A basic salary of \$5,000 per year, with an annual increase in salary of \$200 for five years, or until a maximum salary of \$6,000 per year is reached.

## AN ASSISTANT SUPERINTENDENT FOR BUSINESS AFFAIRS

*Recommendation.—*

The immediate appointment of an assistant superintendent in charge of business affairs at a salary of \$4,500 per year. He should have entire charge of the business affairs of the Board of Education, under the immediate direction and supervision of the superintendent of schools. (P. 84, Report of 1921.)

*Accomplishment.*—The appropriations act of 1925 provided a salary which made it possible to appoint a business manager on July 1, 1924. On July 1, 1925, the Board of Education classified the business manager as assistant superintendent in charge of business affairs, under authorization carried in the salary act of June 4, 1924.

## ASSISTANT SUPERINTENDENT FOR EDUCATIONAL RESEARCH

*Recommendation.—*

The immediate appointment of an assistant superintendent for educational research, at a salary of \$4,500. He should carry on a continuous scientific study of the school system in the interests of efficiency. (P. 84, Report of 1921.)

*Accomplishment.*—The proposed reorganization bill, approved by the Board of Education on June 11, 1924, and introduced into Congress on January 7, 1925, makes the following provision:

"The board shall appoint two directors of educational research in the school system, one white and one colored, who shall rank in salary as assistant superintendents, and who shall, under the direction of the superintendent, carry on a continuous scientific study of their respective divisions of the school system in the interest of financial economy and of efficiency of instruction."

The salary act, approved June 4, 1924, provides a salary schedule for assistant superintendents as follows:

"A basic salary of \$4,200 per year, with an annual increase in salary of \$100 for five years, or until a maximum salary of \$4,700 per year is reached."

At the meeting of the Board of Education held June 17, 1925, two assistant superintendents for educational research were appointed, one for Divisions I to IX and one for Divisions X to XIII, said appointments to become effective July 1, 1925.

#### ASSISTANT SUPERINTENDENTS FOR ELEMENTARY EDUCATION AND EDUCATIONAL EXTENSIONS

##### *Recommendation.*—

That, as opportunities present themselves through vacancies among the supervising principals and other corresponding officers, two assistant superintendents for elementary education and educational extensions be appointed—one for Divisions I to IX and the other for Divisions X to XIII. These assistant superintendents will work under the immediate and exclusive direction of their respective assistant superintendents and the superintendent of schools. \* \* \* In addition to the above functions, the assistant superintendent serving in divisions X to XIII should also act in an ex officio capacity as executive secretary of the separate board of examiners for Divisions X to XIII without additional compensation. (P. 85, Report of 1921.)

*Accomplishment.*—The creation of the position of first assistant superintendent made it possible to appoint an assistant superintendent for elementary education who should be also the chief examiner of the board of examiners for Divisions X to XIII. This action was taken, effective December 18, 1924.

The assistant superintendent for elementary education for Divisions I to IX was appointed June 17, 1925, effective July 1, 1925.

The number of supervising principals and other officers retiring to date has not made it possible to create a position of assistant superintendent in charge of educational extensions.

#### ADMINISTRATIVE PRINCIPALS

##### *Recommendation.*—

The continuance and further development of the policy which has been in operation for some years of providing an administrative principal, largely free from teaching, for each elementary school building with 16 rooms or more, or for a group of buildings of the same size. (P. 85, Report of 1921.)

*Accomplishment.*—In the appropriation act for 1924 the administrative principals were for the first time designated as such, and a salary authorized.

The salary schedule of 1924 provides a salary for administrative principals as follows:

"Class 7. Administrative principal with 16 rooms or more, and principals of vocational and Americanization schools.

"A basic salary of \$2,900 per year, with an annual increase in salary of \$100 for three years, or until a maximum salary of \$3,200 per year is reached."

On July 1, 1920, there were seven administrative principals in the elementary schools.

Following is a list of the administrative principals which have been established since July 1, 1920:

	1920-21		1922-23
Petworth-----	Sept. 1, 1920		
Smallwood-Bowen-----	Do.	Johnson - Powell, later the Johnson-Bancroft	July 1, 1922
Franklin-Thomson-----	Do.	Ketcham-Van Buren-----	Do.
Randall-Cardozo, later the Cardozo-Old Bell-----	Do.	Curtis-Hyde-----	Sept. 1, 1922
Birney-----	Do.	Gales-Blake-----	Do.
Lovejoy-----	Do.	Peabody-Hilton-----	Oct. 30, 1922
Slater-Langston-----	Sept. 15, 1920	Eaton-----	Dec. 1, 1922
Force, later the Force- Adams-----	Dec. 6, 1920		1923-24
West-----	Jan. 1, 1921	Pierce-Webb-----	Sept. 1, 1923
Brookland-----	Feb. 1, 1921	Emery-Eckington-----	Do.
Takoma-----	Apr. 1, 1921	Brent-Dent-----	Do.
Dennison-----	Apr. 4, 1921	Crauch-Tyler-----	Do.
	1921-22	Abbot-Twinning-----	Oct. 1, 1923
Monroe-----	Sept. 1, 1921	Buchanan-----	Oct. 21, 1923
Wheatley-----	Do.		1924-25
Blair-Hayes-----	Do.	Hubbard-Raymond-----	Jan. 16, 1925
Garrison-----	Oct. 1, 1921	Tenley-Janney-----	May 29, 1925
Sumner-Magruder-----	Nov. 1, 1921	Giddings-Lincoln-----	June 4, 1925
Douglass-Simmons-----	Feb. 10, 1922		

#### EXECUTIVE SECRETARIES

##### *Recommendation.—*

That several larger salaries be provided for those clerical employees in the central offices of the Board of Education who, by the nature of their work, must possess the ability to take charge of the work of an office and supervise the work of other employees. \* \* \* Such higher salaries should be provided for the secretary of the Board of Education, for the chief accountant, for the secretary to the superintendent of schools, for each of the secretaries to the assistant superintendents of schools, and for the statistician of the Board of Education. (P. 86, Report of 1921.)

*Accomplishment.—* Under the provisions of the reclassification act, increased salaries are provided for the following positions:

Secretary of the Board of Education: Old salary, \$2,000 plus \$240 bonus; new salary, \$3,000 (grade 9, \$3,000 to \$3,600).

Chief accountant: Old salary, \$2,000, plus \$240 bonus; new salary, \$3,000 (grade 9, \$3,000 to \$3,600).

Secretary to the superintendent of schools: Old salary, \$1,500, plus \$240 bonus; new salary, \$1,860 (grade 5, \$1,860 to \$2,400).

Secretary to first assistant superintendent for white schools: Old salary, \$1,400, plus \$240 bonus; new salary, \$1,680 (grade 3, \$1,500 to \$1,860).

Secretary to first assistant superintendent for colored schools: Old salary, \$960, plus \$240 bonus; new salary, \$1,500 (grade 3, \$1,500 to \$1,860).

Statistician: Old salary, \$1,500, plus \$240 bonus; new salary, \$1,740 (grade 4, \$1,680 to \$2,040).

This increased compensation will make it possible to expect, require, and secure a correspondingly higher grade of work from persons employed in the afore-mentioned positions.

#### ANNUAL SUBSTITUTE TEACHERS

##### *Recommendation.*—

The establishment of the rank of annual substitute teacher for elementary schools, who should qualify for said position by meeting such eligibility requirements as the Board of Education may prescribe. (P. 92, Report of 1921.)

*Accomplishment.*—The salary act approved June 4, 1924, includes the following provision regarding the appointment of annual substitutes:

"SEC. 15. That the Board of Education, on recommendation of the superintendent of schools, is hereby authorized to appoint annual substitute teachers, who shall qualify for said positions by meeting such eligibility requirements as the said board may prescribe and who shall be assigned to the lowest class to which eligible for the type of work to be performed, but who shall not be entitled to the longevity allowance of said class: *Provided*, That the said board shall prescribe the amount to be deducted from the salary of any absent teacher for whom an annual substitute may perform service, and the amount so deducted shall revert to the Treasury of the United States in the same proportion as appropriations are made during the fiscal year for such absence and substitute service: *Provided further*, That the above authorization for the appointment of annual substitute teachers shall not be construed to prevent the Board of Education from the employment of other substitute teachers under regulations to be prescribed by the said board."

In the appropriations act for the fiscal year 1926 funds are provided for the appointment of 24 annual substitutes, in accordance with the provisions of the salary act quoted above. Such substitutes will be available for the first time during the school year 1925-26.

#### ENLARGED BOARDS OF EXAMINERS

##### *Recommendation.*—

Specifically the superintendent makes the following recommendations:

1. That each board of examiners consist of the superintendent of schools as chairman, together with not less than four nor more than six other school employees. This will give the superintendent a larger group of officers and teachers from whom to select the membership of the boards of examiners. It will likewise increase the size of the board, so that the burdens will not fall so heavily on a few persons. Moreover, it will increase the personnel so that official visits to the schoolrooms of teachers who desire to come to Washington will be a possibility.

2. That an executive secretary for the boards of examiners for the first nine divisions be employed at the same salary as a high-school principal. The other members of the board should serve ex officio without additional compensation.

3. That the additional assistant superintendent that is proposed for elementary education and educational extensions for divisions 10 to 13 shall act ex officio as executive secretary of the separate board of examiners for divisions 10 to 13 without additional compensation. (P. 95, Report of 1921.)

*Accomplishment.*—The act of June 4, 1924, includes provisions for carrying out these recommendations, as follows:

"SEC. 13. That boards of examiners for carrying out the provisions of the statutes with reference to examinations of teachers shall consist of the superintendent of schools and not less than four nor more than six members of the supervisory or teaching staff of the white schools for the white schools, and of the superintendent of schools and not less than four nor more than six members of the supervisory or teaching staff of the colored schools for the colored schools. The designations of members of the supervisory or teaching staff for membership on these boards shall be made annually by the Board of Education on the recommendation of the superintendent of schools.

"SEC. 14. That there shall be appointed by the Board of Education, on the recommendation of the superintendent of schools, a chief examiner for the board of examiners for white schools: *Provided*, That an assistant superintendent in the colored schools shall be designated by the superintendent of schools as chief examiner for the board of examiners for the colored schools: *Provided further*, That, except as herein otherwise provided, all members of the respective boards of examiners shall serve without additional compensation."

The new salary schedule provides for the chief examiner of the board of examiners the following salary:

"A basic salary of \$4,000 per year, with an annual increase in salary of \$100 for five years, or until a maximum salary of \$4,500 per year is reached."

This salary is identical with that paid high-school principals, as recommended by the superintendent, and the provisions of the law governing the organization and operation of the boards of examiners likewise follow the above recommendations.

On July 1, 1924, the respective boards of examiners for Divisions I to IX and Divisions X to XIII were reorganized in accordance with the above provisions of law. Each board now consists of the superintendent as chairman, a chief examiner, and several members of the supervisory and teaching staff.

The board of examiners for Divisions I to IX includes a representative from the supervisory staff of the high schools, one from the upper grades of the elementary schools, one from the lower grades of the elementary schools, and one from the corps of teachers of special subjects in the elementary schools.

On the board of examiners for Divisions X to XIII there are five members from the supervisory and teaching staff, one representing the supervision of academic subjects in the high schools, one representing the supervision of special subjects, one from the junior high schools, one from the normal schools, and one high-school teacher.

#### SUMMARY

The higher salary schedule for officers, teachers, and other educational employees; the better salaries for the clerical and janitorial staffs; the increased number of administrative principals; the provision for appointment of annual substitute teachers; the enlargement and reorganization of the boards of examiners, taken together,

will have a profound effect upon public education in the District of Columbia in the years to come.

The higher compensation for officers and teachers has raised the morale and inspired new zeal among teachers and officers now employed in the school service. In addition, the new salary schedule has made teaching in Washington more attractive to experienced teachers elsewhere, and for the first time in many years the supply of adequately trained teachers for the Washington schools is equal to the educational demands of the school system.

The appointment of additional assistant superintendents at headquarters makes it possible to distribute the work on a functional basis among a larger group of officers, thereby reducing the overwhelming administrative responsibilities heretofore carried by too few officers and increasing the effectiveness and dispatch with which school business is transacted. From 1906 to 1920 the administrative staff in the Washington school system remained practically stationary despite the fact that the school population and the teaching staff had increased 25 or 30 per cent during that period.

Business affairs are now supervised by a single officer rather than by several officers. Supervision is distributed among several different officers according to their special qualifications.

The appointment of administrative principals has provided our larger elementary schools with a principal free from teaching in order that he or she may supervise the teaching and the educational work of the children in their respective schools.

The salary schedule provided in the reclassification legislation for the clerical staff of the Board of Education will make it possible to expect, require, and secure a correspondingly higher grade of work than has heretofore been possible with the compensation offered.

The increased rate of pay for the janitorial staff is a justifiable reward for those janitors who, during the period of the war, stayed at their posts of duty in the public schools despite the more attractive pay offered in other fields of occupation. The higher rate will also make it possible to attract to the janitorial service persons who possess the personal qualifications and knowledge of their work necessary to make an efficient janitor.

The provision for the employment of annual substitutes makes it possible to insure a higher type of substitute service than has heretofore been possible. Annual substitutes must possess the eligibility requirements of regular teachers and in addition must be teachers of experience in the fields of service in which they are to substitute. They are to receive the basic salary of the salary class in which they teach. No other administrative change is likely to have such a direct effect upon the instruction of pupils as this initial provision, which looks toward a more effective provision for the instruction of the children during the absence of regular teachers.

Under provisions of the enlargement of the boards of examiners, the responsibilities heretofore carried by a small board of three members is now distributed among a board of six or seven members. The enlarged board of examiners makes it possible to select for service on the board persons well qualified to render various kinds of professional service with which the board of examiners is primarily concerned.

No previous five-year period has witnessed so many changes of first importance as have taken place during the past five years.

## 2. RECOMMENDATIONS ON SCHOOLHOUSE ACCOMMODATIONS

When the present superintendent took office, on July 1, 1920, congestion in the Washington schools was acute. The school buildings were inadequate to accommodate pupils seeking public education. Various temporary expedients had already been adopted to take care of increased enrollments, such as part time, double shifts, oversized classes, one-room portable schoolhouses, and rented quarters. In addition, many undesirable rooms not intended for classroom use were so used and several buildings recommended for abandonment years ago were still in use. A large amount of time of the Board of Education, school officials, and public-spirited citizens interested in school progress has been devoted to the securing of an increase of schoolhouse accommodations during the past five years.

Specific recommendations on schoolhouse accommodations made by the superintendent during the past five years are here quoted, accompanied by a statement of the accomplishments or lack of accomplishments in each case.

### *Recommendation.—*

The people of Washington should adopt a policy of urging on the commissioners, the Bureau of the Budget, and Congress the necessity of providing appropriations which will result in abolishing from our schools—

(a) Part time in the elementary schools and double shifts in the high schools.

(b) Oversize classes in elementary and high schools.

(c) The use of portables and other undesirable rooms in elementary and high schools.

(d) All rented buildings.

(e) The use of buildings recommended for abandonment.

A further policy should also be adopted which will provide—

(a) Assembly halls and gymnasiums for all elementary schools of 16 rooms or more now in use or hereafter erected.

(b) The selection and purchase of school sites in advance of their use to insure being able to secure enough land to provide not only for extending a building but also suitable play space for pupils.

(c) The erection of schoolhouse accommodations as needs are apparent and before real congestion exists.

Unless and until these policies have been agreed to and shall have been put into practice, the present congestion is inevitably bound to continue and to increase. (P. 68, Report of 1921-22.)

*Accomplishment.—*As a result of the combined efforts of practically every organization, and in fact the entire citizenry of the District of Columbia, the five-year school building program act passed Congress and was approved by the President on February 26, 1925. The provisions of this act incorporate the purposes contained in the foregoing recommendations.

The details of the five-year school building program act are presented in Section III of this report, pages 100-123, and hence are not discussed here.

### ANNUAL APPROPRIATIONS FOR BUILDINGS AND GROUNDS

As another illustration of the accomplishments during the past five years, attention is invited to the annual appropriations for

buildings and grounds from 1921 to 1926, inclusive, which are as follows:

1921. Appropriations act.....	\$395,000
Second deficiency act.....	1,544,000
1922. Appropriations act.....	980,000
1923. Appropriations act.....	2,036,000
1924. Appropriations act.....	1,300,000
1925. Appropriations act.....	1,242,500
1926. Appropriations act.....	1,545,000
Second deficiency act, 1925.....	2,669,000

The appropriations for buildings and grounds contained in the appropriations act for 1926 and in the second deficiency act for 1925 are made in accordance with the provisions of the five-year school building program. The total of the appropriations in these two bills is \$4,214,000, which is a little more than one-fifth of the total cost of the five-year building program.

#### INCREASED SCHOOLHOUSE ACCOMMODATIONS

As a result of the appropriations for schoolhouse accommodations, the following buildings and additions to buildings have been constructed and opened for school purposes each year between July 1, 1920, and June 30, 1925.

##### *Elementary schools*

##### SCHOOL YEAR 1920-21

School	Number of class- rooms	Description	When occupied
Deanwood.....	4	Addition.....	Feb. 1, 1921
Total.....	4		

##### SCHOOL YEAR 1921-22

Burroughs.....	8	New building.....	Sept. 20, 1921
Burrville.....	8	Addition.....	Do.
Petworth.....	8	do.....	Do.
Takoma.....	8	do.....	Do.
West.....	8	do.....	Do.
H. D. Cooke.....	4	do.....	Feb. 21, 1922
Total.....	44		

##### SCHOOL YEAR 1922-23

Deanwood.....	4	Addition.....	Sept. 18, 1922
Monroe.....	4	do.....	Do.
Kingsman.....	8	New building.....	Oct. 30, 1922
Mott.....	8	Addition.....	Do.
Wheatley.....	12	do.....	Nov. 2, 1922
Buchanan.....	8	do.....	Nov. 14, 1922
Eaton.....	8	do.....	Nov. 15, 1922
New Bell.....	8	New building.....	Apr. 9, 1923
Total.....	60		

*Elementary schools—Continued*

## SCHOOL YEAR 1923-24

School	Number of class-rooms	Description	When occupied
Smathers.....	4	New building.....	Oct. 15, 1923
Chain Bridge Road.....	2	do.....	Nov. 26, 1923
Garrison.....	8	Addition.....	Jan. 2, 1924
Lovejoy.....	8	do.....	Do.
Total.....	22		

## SCHOOL YEAR 1924-25

Bancroft.....	9	New building.....	Sept. 22, 1924
Thomson.....	6	Addition.....	Sept. 29, 1924
Raymond.....	8	New building.....	Feb. 2, 1925
Janney.....	8	do.....	May 4, 1925
Total.....	31		

## SUMMARY

The following is a summary by years:

	Number of rooms
1920-21.....	4
1921-22.....	44
1922-23.....	60
1923-24.....	22
1924-25.....	31
Total.....	161

In addition to the buildings listed in the foregoing tabulations, the health school for tubercular pupils, containing four classrooms and an equal number of supplementary rooms, located on Allison Street, will be ready for occupancy when the schools open in September. This school replaces the Hamilton School on Bladensburg Road, which has heretofore been used for tubercular children.

## JUNIOR HIGH SCHOOLS

No junior high schools were opened in the school years 1920-21, 1921-22, and 1922-23.

In the school year 1923-24 the following new junior high schools were opened:

School	Number of class-rooms	Description	When occupied
Macfarland.....	24	New building.....	Dec. 3, 1923
Langley.....	24	do.....	Jan. 2, 1924
Total.....	48		

No additional new junior high schools were opened during the school year 1924-25.

The following is a list of the junior high schools that have been established during this five-year period in school buildings formerly used either for elementary-school purposes or high-school purposes:

School	Description	When occupied
Hine.....	Old Eastern High.....	Sept. 1, 1923
Randall.....	Elementary school.....	Do.
Jefferson.....	do.....	Do.
Powell.....	do.....	Feb. 1, 1925

The opening of these junior high schools represents a reclassification of pupils rather than an increase in the capacity of school buildings to house the school population.

#### SENIOR HIGH SCHOOLS

No additional senior high-school accommodations were opened in the school years 1920-21 or 1921-22.

During the school year 1922-23, the Eastern High School was opened on March 1, 1923. This is a new building, with an estimated capacity of 1,800 pupils.

No additional facilities for high-school pupils were opened in the school year 1923-24 or 1924-25.

With the opening of school on September 21 additions to the Armstrong Technical High School and the Western High School will be ready for occupancy. It is estimated that the addition at Armstrong Technical High School will provide accommodation for 800 pupils now housed in portables, while the addition at Western will accommodate 550 pupils.

#### SCHOOLHOUSE ACCOMMODATIONS APPROPRIATED FOR, BUT NOT YET CONSTRUCTED

The following is a list of the school buildings and additions to buildings for which appropriations have been made, but the construction of which has not yet been completed:

*Status of school-building projects September 16, 1925.*

[Statement prepared by Albert L. Harris, municipal architect, for Frank W. Ballou, superintendent of schools]

Items	Source of funds	Amount	Status of plans	Date of advertising for bids	Date of awarding contract	Date when building will be completed	Remarks
Elementary schools:							
Calvert Street.....	Second deficiency, 1925.....	\$175,000	Plans completed.....	July 9, 1925	Aug. 18, 1925	June 18, 1926	
Brightwood Park.....	1926 act.....	275,000	do.....	Aug. 11, 1925	Sept. 20, 1925	July 20, 1926 <sup>1</sup>	
Fifth and Buchanan.....	do.....	140,000	do.....	Aug. 28, 1925	Sept. 28, 1925 <sup>1</sup>	July 1, 1926 <sup>1</sup>	
Fifth and Sheridan.....	do.....	140,000	do.....	do.....	do <sup>1</sup>	do <sup>1</sup>	
Park View.....	Second deficiency, 1925.....	154,000	Plans to be started immediately.....	Sept. 3, 1924	Oct. 7, 1924	July 14, 1925	
Health.....	Second deficiency, 1921.....	150,000	Plans completed.....	Nov. 13, 1924	Jan. 16, 1925	Nov. 16, 1925	
John F. Cook.....	1924 act.....	100,000	do.....	do.....	do <sup>1</sup>	do <sup>1</sup>	
Junior high schools:							
Macfarland.....	Second deficiency, 1925.....	100,000	Bids rejected <sup>1</sup> .....	June 30, 1925	Aug. 18, 1925	Apr. 18, 1926 <sup>1</sup>	
Stuart.....	1926 act.....	125,000	do.....	do.....	do.....	{ Auditorium. Wing.	
Francis.....	1925 act.....	475,000	10 per cent completed.....	Fee, 1, 1925 <sup>1</sup>	Dec. 31, 1925 <sup>1</sup>	Dec. 31, 1926 <sup>1</sup>	
Randall.....	1926 act.....	5,000	do.....	Nov. 1, 1925 <sup>1</sup>	Nov. 30, 1925 <sup>1</sup>	Nov. 30, 1926 <sup>1</sup>	
High schools:							
Armstrong.....	Second deficiency.....	175,000	25 per cent completed.....	do.....	do <sup>1</sup>	do <sup>1</sup>	
Western.....	1926 act.....	225,000	10 per cent completed.....	do.....	do <sup>1</sup>	do <sup>1</sup>	
McKinley.....	Second deficiency, 1925.....	50,000	Plans completed.....	June 23, 1925	July 28, 1925	Nov. 28, 1925	
	(Second deficiency.....)	50,000	do.....	May 13, 1925	June 16, 1925	Sept. 16, 1925	Addition. Heating.
	Second deficiency, 1925.....	32,000	Plans completed. Used in connection with contract for addition.....	do.....	do.....	do.....	
	{ 1925 act.....	47,500	Plans completed.....	May 7, 1925	June 26, 1925	Oct. 26, 1925	
	(Second deficiency, 1925.....)	5,000	10 per cent completed.....	Mar. 1, 1926 <sup>1</sup>	Mar. 31, 1926 <sup>1</sup>	Mar. 31, 1928 <sup>1</sup>	

<sup>1</sup> Estimated.

<sup>2</sup> Including land.

<sup>3</sup> Bids exceeded appropriation.

**SUMMARY**

Such outstanding achievements as the increase of appropriations for school buildings, the opening of 161 elementary classrooms, the accommodation of 1,800 pupils in the new Eastern High School, and the opening of two new junior high schools have not succeeded in eliminating the congestion in the Washington schools. The school congestion in Washington schools is still acute. Appropriations amounting to \$4,000,000 a year for the next four years will be necessary if the relief contemplated in the five-year school building program act is to be secured.

**3. RECOMMENDATIONS ON UPKEEP, PERMANENT EQUIPMENT, AND IMPROVEMENTS TO PUBLIC BUILDINGS***Recommendation.—***INCREASED APPROPRIATIONS NEEDED FOR UPKEEP, PERMANENT IMPROVEMENTS TO BUILDINGS, AND PERMANENT EQUIPMENT**

The school buildings and equipment in the District of Columbia represent an investment of millions of dollars. The Board of Education is made responsible for the care of school property. Through its officials the board exercises every effort to preserve and improve the physical plant of the school system. However, the financial resources provided the Board of Education for this purpose do not make it possible to keep the school buildings and equipment up to that degree of efficiency that good business practice would indicate to be essential. \* \* \*

The superintendent lists below six items for which substantial appropriations should be made at once:

- (a) For improving the lighting of school buildings.
- (b) For replacing the equipment of the manual-training high schools.
- (c) For replacing equipment in commercial departments in high schools.
- (d) For increasing general equipment to accommodate increased enrollments in high schools.
- (e) For replacing antiquated school furniture in elementary schools.
- (f) For upkeep and physical improvements to school buildings (pp. 102 to 106, Report of 1921).

*Accomplishment.—* Accomplishment under each of these items will be discussed in turn.

*(a) Lighting of school buildings.*

In 1920, 75 buildings were electrified, 29 were partly electrified, 41 were not electrified, 3 were wired but without fixtures, and 11 were supplied with service but without wiring or fixtures; 20 of the 75 buildings electrified had obsolete wiring and fixtures.

Between June 30, 1920, and July 1, 1925, the condition of the repair fund was such as to permit of very little correction of the lighting situation. Only 14 buildings were electrified during that period.

On June 24, 1925, the board authorized \$90,000 to be used in the electrifying of school buildings during the year 1925-26.

Beginning July 1, 1925, the Board of Education authorized the setting aside from the repair fund of a maximum of \$90,000 for electrification. Of that amount it will be possible to use only \$75,300 during the fiscal year 1925 and to complete the electrification in 62 additional buildings. The program has been laid out for the completion of the electrification during the fiscal year 1926-27.

(b) Replacing equipment of the manual-training high schools.

Requests have been made annually by the Board of Education for funds to replace the equipment of the manual-training high schools, but without success.

(c) Replacing equipment in commercial departments in high schools.

An urgent need is for replacement of typewriters in the commercial departments. There were 1,019 typewriters in use in 1924-25, ranging in age from 2 to 21 years, of which 902 were more than 5 years old and 280 more than 10 years old.

A general plan for the gradual exchange of these machines over a period of three years, calling for an expenditure of \$20,000 the first year, \$18,000 the second year, \$15,000 the third year, and \$10,000 for each year thereafter was submitted in the estimates. Five thousand of the first 20,000 was allowed. With that amount the school officials will be able to replace only 85 machines, all of which are more than 15 years old, leaving 593 machines which should be immediately replaced.

(d) Increasing general equipment to accommodate increased enrollments in high schools.

(e) Replacing antiquated school furniture in elementary schools.

The requests made annually by the Board of Education for a fund for the repair and replacement of permanent equipment have not been granted.

(f) For upkeep and physical improvements to school buildings.

The appropriations act carries annually an item for "repairs and improvements to school buildings and grounds and for repairing and renewing heating, plumbing, and ventilating apparatus, and installation of sanitary drinking fountains in buildings not supplied with same and maintenance of motor trucks."

The amount of this item has been more than doubled since 1920, as will be seen from the following statement of estimates and appropriations during this period:

*Repairs and improvements to school buildings and grounds*

Fiscal year	Estimate of the Board of Education	Annual appropriation	Fiscal year	Estimate of the Board of Education	Annual appropriation
1921-----	\$200,000	\$200,000	1924-----	\$250,000	\$300,000
1922-----	250,000	225,000	1925-----	300,000	300,000
1923-----	250,000	250,000	1926-----	500,000	450,000

The engineer commissioner has furnished the following figures showing the value of school buildings and sites:

Original cost of buildings-----	\$14,481,780.57
Original cost of sites-----	3,056,069.88
Present value of buildings-----	23,429,738.57
Cost of replacing buildings:	
With first-class construction-----	41,738,306.60
With like material-----	25,295,074.33

The appropriation of \$450,000 for the fiscal year 1926 represents approximately 3.1 per cent of the original cost of the buildings, 1.9

per cent of the present value of buildings, and 1.1 per cent of the cost of replacing the buildings.

These figures give concrete evidence of the value of the property which must be kept up with the money appropriated for the repair and improvement of buildings and grounds. It is evident that the public-school buildings can not be appropriately maintained with the present appropriations.

The increase in the appropriations for 1926 over the appropriation for 1925 has been used for the electrification of 62 buildings, and for the renewing of the heating plants in 8 buildings, which plants have been inefficient for a number of years.

In spite of the increase in this item, more than \$1,000,000 worth of work must annually be deferred due to insufficient appropriations. At present there are requests in hand for improvements which can not be made with current appropriations, as follows:

Heating plants-----	\$564,362.00
Plumbing-----	50,681.50
Electrical work-----	24,362.00
Painting-----	175,276.00
Iron and sheet metal work-----	19,460.00
Fire and water curtains-----	35,900.00
Fire escapes-----	20,400.00
Carpenter work-----	115,948.80
Grading and concrete work-----	109,337.20
	1,115,727.50

The Board of Education has adopted a permanent policy in respect to expenditure of this appropriation, which provides for the setting aside of approximately 10 per cent of the appropriation for emergency work.

The remaining 90 per cent of the appropriation is expended by allotment in the following order of importance:

1. Elimination of fire hazards.
2. Health, including such items as lighting, heating, ventilation, and sanitation.
3. Painting absolutely necessary for the conservation of property.
4. All other items of repair and maintenance.

#### SUMMARY

Substantial progress has been made in the lighting of school buildings so that by June 30, 1927, it is expected that all school buildings will be provided with electricity.

No progress has been made looking toward replacing the equipment of the manual-training high schools, or increasing the general equipment to accommodate increased enrollments in high schools, or for replacing antiquated school furniture in elementary schools.

Initial steps have been taken which if carried out from year to year will provide for a gradual replacement of the equipment in the commercial departments in high schools.

Substantial progress has been made in the provision for the upkeep and improvement of school buildings.

**4. RECOMMENDATIONS ON EXTENSION OF EDUCATIONAL SERVICE***Recommendations.—*

Every efficient school system must meet its educational responsibilities. As public opinion approves a new educational undertaking the school system must make suitable provision for that undertaking. From time to time the Board of Education of the District of Columbia, in response to public opinion, has added new educational activities. They have been added only after convincing evidence of their worthiness has been presented to the board. Appropriations have been made for them only after the Appropriations Committees of Congress have been convinced of their desirability. \* \* \*

The superintendent indicates 10 additional educational activities which have thus come into the school system. Such educational work is now carried on in every large city school system. There can be no debate as to its desirability. And yet the amount of money at present appropriated for each item makes it impossible for the Board of Education to meet adequately the local educational needs (p. 96, Report of 1921).

The items listed are the following:

- (a) Vacation schools.
- (b) Evening schools.
- (c) Kindergartens.
- (d) Medical inspection.
- (e) Playgrounds, care and supervision.
- (f) Textbooks and educational supplies.
- (g) School gardens.
- (h) Manual training.
- (i) Americanization schools.
- (j) Prevocational education.

*Accomplishment.—*Each of the above items will be discussed in turn.

**VACATION SCHOOLS**

The appropriation for vacation schools has been increased 50 per cent since 1920-21. In 1920 the appropriation was \$20,000 and in 1925-26 it is \$30,000. This increase has made possible commendable extension of summer-school opportunities.

The vacation day schools in the summer of 1920 enrolled 3,826 pupils in 24 school centers; in 1924 there were 6,723 enrolled in 37 school centers.

**EVENING SCHOOLS**

The annual appropriation for evening-school work has been increased 50 per cent, from \$60,000 in 1921 to \$90,000 in 1924-25. However, this does not represent an actual increase in funds available, because in 1921 and in other years previous a deficiency appropriation supplemented the amount in the regular appropriations act.

There were enrolled 13,046 pupils in 1920-21 in 28 school centers. The average number of nights that these schools were open was 66.

There were enrolled 13,242 pupils in 1924-25 in 15 school centers, which were open an average of 85 nights during the year.

It has been desirable to improve the organization by reducing the number of centers, and to standardize the course of study and the length of the night-school year.

It has been the policy of the school administration to so organize the work of the night schools that no deficiency appropriations shall be necessary to maintain the schools for the entire term.

## KINDERGARTENS

For a number of years Congress has provided for the establishment of three new kindergartens each year.

In 1920-21 there were 93 kindergartens, enrolling 4,435 pupils. In 1924-25 there were 109 kindergartens, enrolling 5,071 pupils.

While this represents progress, there should be a kindergarten in every elementary school. It is hoped that the additional accommodations provided in the five-year school building program will make possible this ideal of kindergarten service.

## MEDICAL INSPECTION

An extension of personnel in the medical inspection staff is greatly needed and has been consistently urged by the Board of Education, but without success. The reclassification legislation, passed since 1920-21, has improved the salary schedule, so that the annual appropriation for the medical inspection service has been increased from \$31,700 in 1920-21 to \$61,120 in 1924-25. However there has been no increase in the number of positions in the department.

## PLAYGROUNDS

In 1920-21 the appropriations act provided \$3,000 for the maintenance of school playgrounds; in 1925, \$8,500 was available for equipment and maintenance of school playgrounds. The number of school yards provided with playground equipment has increased from 81 on July 1, 1920, to 109 in 1924-25.

## TEXTBOOKS AND EDUCATIONAL SUPPLIES

There has been a most gratifying increase in the funds available for textbooks and educational supplies. This appropriation has increased from \$85,000 in 1920-21 to \$125,000 in 1924-25. The appropriations act for the year 1925-26 provides \$175,000 for this purpose.

## SCHOOL GARDENS

The annual appropriation of \$3,000 for school gardens has not been increased since 1920-21.

## MANUAL TRAINING

The amount available for manual training has been increased from \$45,000 in 1920-21 to \$60,000 in 1924-25, and the appropriation will be \$65,000 in 1925-26. While this is a substantial increase, it does not entirely meet the very urgent need which still exists for a further extension of the school work provided by this fund.

The annual appropriations providing for two sewing schools, two housekeeping and cooking schools, two cooking schools, and two manual-training shops have been divided between white and colored schools.

Some progress has been made since July, 1920, in broadening the field of instruction in manual training and home economics. The shop work for boys, formerly offered to the seventh and eighth

grades, is being added to the sixth grades; sewing instruction, once limited to the sixth grades, is being given to the seventh and eighth grades; and household arts instruction is given to some sixth grades, as well as the seventh and eighth grades as before.

#### AMERICANIZATION SCHOOLS

While the amount of money specified in the items for Americanization work in appropriations acts has been decreased since 1920, the work has been extended, owing to the fact that the five teachers in the day classes are now paid from the general appropriation for teachers.

The teachers' salary act authorizes the Board of Education to conduct Americanization schools, thus placing on a permanent legislative basis an activity which has heretofore been carried annually in appropriations acts, subject to elimination at any time.

The Americanization school headquarters have been moved from rooms in a part of the Columbia Junior High School to occupy the entire Webster School building at Tenth and H Streets, a location in the business section of the city, and very desirable for the kind of work to be carried on.

#### PREVOCATIONAL EDUCATION

No additional prevocational schools have been opened since July of 1920. The prevocational work has been extended, however, in the opening of five junior high schools, where courses in manual training and home economics are emphasized in the seventh and eighth grades, and may be continued and intensified in the ninth grade.

The vocational school for colored pupils, formerly in the Cardozo Building, has been transferred to the Phelps Building, at Vermont Avenue between T and U Streets NW. The new central location is such that the enrollment of the school has greatly increased, and the school is rendering a larger service than it formerly did.

#### INSTRUCTION IN PHYSICAL WELL-BEING, HIGH SCHOOLS

##### *Recommendation.—*

Many pupils also go through the high schools suffering from overfatigue and overstrain, and may graduate or leave school prematurely not well fitted physically to take up the duties of life. Such pupils need careful study and expert physical guidance. Their programs of activities should be adjusted to their physical condition. Their bodies should be built up by proper food and health habits.

The basis of credits for physical education and training should be on the results attained. The attainment or maintenance of a satisfactory standard of health should cover the following four points:

1. Normal weight.
2. Freedom from remediable physical defects, such as defective vision, defective teeth, flabby muscles, poor posture, diseased tonsils.
3. Actual practice of an accepted code of simple standard health habits.
4. Ability to perform certain standard gymnastic exercises without undue strain or fatigue.

I recommend that the physical-training course in the high schools be modified to conform to these principles, so that the high school graduates may be both physically and mentally better prepared for future usefulness (p. 108, Report of 1921).

*Accomplishment.*—On July 1, 1924, heads of departments in physical training in the high schools were appointed. This is a forward-looking step toward the accomplishment of the aims set forth above, and it is the hope of the school officials that a thoroughly progressive course in physical education may soon be established in the Washington high schools.

#### FREE TEXTBOOKS FOR ALL PUPILS

##### *Recommendation.*—

That legislation be secured which shall provide by law free textbooks and educational supplies for pupils in kindergartens, elementary schools, and high schools of the District of Columbia (p. 92, Report of 1921).

*Accomplishment.*—On December 14, 1921, a bill to provide for free textbooks in both high and elementary schools was introduced by Senator Arthur Capper, of Kansas, S. 2860, and by Representative B. K. Focht, of Pennsylvania, H. R. 9543. This proposed legislation, however, failed of passage.

#### DISCOVERY AND CORRECTION OF PHYSICAL DEFECTS

##### *Recommendation.*—

In his report for 1920-21, the superintendent recommended specific increases in the staff of the medical inspection services which would have increased the number of employees from 39 to 71. The superintendent said: "The adoption of the above recommendation will extend the present efficient but limited medical and dental service throughout the school system, so that all pupils who need it will be reached by the increased staff (p. 118, Report of 1921).

*Accomplishment.*—The failure of all efforts to increase the personnel of the medical inspection service has prevented the school officials from extending the work in discovery and correction of physical defects.

#### PLAY AND RECREATION

##### *Recommendation.*—

In addition to the recommendations made elsewhere in this report, I recommend:

1. That adequate play space be provided for every new school established in the District of Columbia.
2. That systematic efforts be made on the part of the Board of Education and school authorities to equip satisfactorily for play purposes all school yards now available, but unequipped.
3. That a new item be provided in the next budget for the purchase of equipment to replace worn-out playground equipment.
4. That a new item be included in the next estimates to provide compensation for supervisors of playgrounds after school hours and during the vacation period (p. 119, Report of 1921).

*Accomplishment.*—Looking toward the carrying out of the first recommendation stated above, it is the policy of the Board of Education to undertake to secure at least 3 acres of land for an elementary school, 4 or 5 acres for a junior high-school site, and correspondingly larger tracts for high schools.

Annually eight additional school yards are equipped for play purposes, so that in due time every school with suitable grounds will be equipped.

The attempt to secure an appropriation for the purchase of equipment to replace worn-out playground equipment has thus far been unsuccessful.

No attempts have been made to secure an appropriation in the school budget to provide compensation for supervision of playgrounds after school hours or during the vacation period. Some school yards are now being organized and supervised by the municipal playground department.

#### SUMMARY

The foregoing report describing the extensions of educational service indicate commendable progress looking toward the extension of the school activities to keep pace with increased enrollments and progressive educational policies.

## VI. REPORTS OF OFFICERS

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The superintendent takes pleasure in incorporating as a part of his annual report the reports of First Asst. Supts. Stephen E. Kramer, for Divisions I to IX, and Garnet C. Wilkinson, for Divisions X to XIII, and of Asst. Supt. Robert L. Haycock; the board of examiners, Divisions I to IX; the board of examiners, Divisions X to XIII; the chief medical and sanitary inspector of schools; and the director of community center department.

### REPORT OF THE FIRST ASSISTANT SUPERINTENDENT FOR DIVISIONS I TO IX

To the SUPERINTENDENT OF SCHOOLS:

In the brief statement here set forth it is my intention to note several of the outstanding developments during the school year just closed.

The District of Columbia is destined, in my opinion, to take a leading position in the development of the junior high school as a logical, well-articulated part of a public-school system. In a very efficient and successful manner these schools have been organized in buildings erected or adequately remodeled and with a teaching corps well informed as to the aims and pedagogic reasons for the junior high-school movement. With adequate material equipment and with a body of teachers informed and sympathetic with this system, Washington should take a real leadership in junior high-school development.

The greatest dangers against which the junior high school must guard are the failure to assume a definite and logical place in the education of the child which shall be better than the former division of school life into elementary and secondary periods and the failure to successfully articulate the newly proposed courses with the instruction planned for the six years of elementary schools previous to the junior high school and with the three years of senior high school following this period.

The fact that many of our seventh and eighth grades are still under the traditional organization, and that the pupils of ninth-year grade in the junior high school are greatly outnumbered by the pupils of the same grade under senior high-school organization make the problem of adjustment and articulation, of course, both difficult and important.

The joint committees of junior high school and graded school teachers appointed by the superintendent have rendered splendid service in adapting the courses in mathematics, history, English, and geography as planned for the junior high schools for the use of the seventh and eighth grades which remain under the traditional organization. This adaptation of courses will give to the pupils of the seventh and eighth grades the advantages, in so far as course of study is concerned of the junior high school.

The problem of articulation between the junior and senior high schools was a matter presenting serious difficulties. In mathematics the difficulty was emphasized. The plan of so-called unified mathematics, as proposed for the junior high school, passed the pupil on to the senior high school with a training which was difficult to evaluate when the senior high school was called upon to certify to the universities the credits required by those institutions for the admission of students. The problem confronting the senior high school was how to plan the course in mathematics for the student coming from the junior high schools so that there might be no question on the part of the university in regard to the fulfilling by the pupil of the necessary requirement for admission. This could have been easily done by requiring the student to take an additional semester of algebra. Such a course

would have resulted in the student coming from a junior high school being placed at a disadvantage as compared with the pupil who had pursued all four years of the ninth, tenth, eleventh, and twelfth grades under the direction of the senior high school. To sacrifice the enrichment of the ninth-year mathematics as planned for the junior high school would have been a step backward in the development of mathematical instruction. The harmonious settlement of this sharp divergence of opinion between two groups of earnest, enthusiastic instructors is a fine testimonial to the thoughtful, tolerant, and cooperative spirit of our teachers and school officers. It was agreed that the course in mathematics for the ninth year should be the same for all pupils of that grade, whether organized in the junior high school or in the senior high school. It was agreed also that the course should be planned which should be fundamentally a course in algebra with enrichment from geometry by example and application and a very elementary view of numerical trigonometry. With these fundamental agreements the making of the course of study in mathematics was committed to a small group of teachers and heads of departments for planning in detail.

We are entering another school year with a clear understanding and with a course of study in mathematics for the ninth year which will be a contribution toward the settlement, for us and for the present at least, of a subject which has caused much discussion throughout the country.

This matter has been treated in detail because, in my estimation, it is one of the best steps forward which we have taken this year, and it seems to deserve a record in our account of the year.

Another matter which has given much concern in the adjustment of the junior high-school curriculum to the course in the senior high school has been the question of military training. The cadet organization in the Washington high schools enjoys the reputation, among authorities who have given close study to the subject, of being the most successful attempt to adapt military training to the needs of a public high school. The evident results obtained in constructive discipline, in sense of responsibility to the school as an institution and to the student body as a social group in personal initiative and in the development of high character ideals have made the emphasis placed upon military training seem well worth while. With the advent of the junior high school an effective means of providing for the students of the ninth year an opportunity for military training equivalent to that enjoyed by the ninth-year pupils organized in the senior high schools became a necessity. The solution of the problem at first attempted was the organization of the ninth-year pupils of the junior high schools into companies representing the respective junior high schools. This organization necessitated the detailing of commissioned and noncommissioned officers from the senior high schools. In annual competitions the companies representing the junior high schools entered the field against the companies from the senior high schools and made a very creditable showing. The handicap of having a company composed entirely of first-year men was too great to make a competition between junior and senior high school companies equitable. For a number of years the making of radical changes in the first year of our military training has been contemplated. The lack of adjustment between the junior and senior high school in the matter of military training offered an excellent opportunity to make a trial of the contemplated changes. Several conferences between the senior high school principals and the junior high school principals resulted in the following agreements:

"Beginning with the school year 1925-26 the military training for ninth-year pupils in the junior high school shall be so planned that the pupils of the junior high schools shall not be organized in companies as part of the four-year military organization in the senior high schools.

"The course in military training for the ninth year of junior high schools shall be a combined course in physical and military training.

"The training planned for junior high schools shall not contemplate the use of rifles or uniforms unless of the simplest and most inexpensive form.

"The students of junior high schools shall be organized in groups, with leaders chosen from among themselves. It is hoped that annual competitions may be arranged between groups representing the respective junior high schools.

"The course in military training for junior high schools shall be of such a character that the training not given in the manual of arms shall be compensated for by an increased efficiency in foot movements and squad evolutions so that a pupil entering the tenth year of a senior high school by promotion from a junior high school shall be given credit for military training equal

to that given a pupil promoted from the ninth to the tenth year in a senior high school."

The plan was not applied to ninth-year pupils within senior high schools because it was deemed advisable to try the new organization under the most favorable circumstances in the junior high as a separate school unit. For the ensuing year at least it was agreed that the military organization in the senior high schools should remain unchanged.

The preparation of the course in military training in the ninth year of the junior high schools was intrusted to a committee to be appointed by the superintendent. It is hoped that this committee will report the details of the proposed plan promptly at the opening of the school term.

In the senior high school the application of the 700 pupil-hour rule has resulted in a closer and more efficient organization. The most urgent need of the senior high school appears to be the provision of more adequate supervision of classroom instruction. Our administrative and supervisory officers have been so burdened with the administrative routine that too little attention is being given to the visiting of teachers in their classrooms. As the result of such visits conferences with groups and with individuals should be held for the improvement of instruction and the removal of difficulties which tend to hamper the teacher in securing the most efficient instruction. Most of the heads of departments have been very helpful in the improvement of methods and the establishment of well-conceived and definite aims in the work of the teachers of their departments.

An important problem which must be considered in the immediate future is the organization and future development of the normal school. There is an urgent need for a thoughtful survey of the present organization of this school. The educational purposes of the school should be clearly agreed upon and defined. Some of the questions to be considered seem to be:

Is the purpose of the school to train and provide teachers for the District of Columbia, or is the purpose to provide a higher education of a professional character for the young men and women of the District of Columbia?

Should the emphasis of the course be placed upon a high degree of routine training and practice in the details of classroom management, or should the emphasis be placed upon a broad conception of the field of education and a real interest in education as a science?

Are we not in immediate danger of a recurrence of the condition existing prior to 1914, when no positions in the elementary schools were available for any persons other than the graduates of our own normal school?

Ought we to consider at once the advisability of some method of choice of applicants for admission to the normal school, with a view to limiting the size of the classes graduated, or should we continue to accept all applicants who are graduates of an accredited high school?

The law passed in 1873 provides that graduates of the Washington normal school shall be given prior claim in appointment to positions in the public schools of the District of Columbia. Should a modification of this law be sought whereby a certain percentage of positions might be filled by persons in competition with the graduates of the normal school, or ought an excessive pedagogical inbreeding be prevented by a limitation upon the number of pupils admitted to the normal school?

The above are some of the school conditions which, in my opinion, are worthy of note in a review of the past year.

In all the multifarious duties of school supervision and administration, the strong and sympathetic leadership of our superintendent has been a force for progress and educational improvement. I feel that I voice the common feeling of all school officers in expressing our personal regard for and our professional appreciation of our leader.

Respectfully,

S. E. KRAMER,  
*First Assistant Superintendent of Schools.*

## REPORT OF FIRST ASSISTANT SUPERINTENDENT FOR DIVISIONS X TO XIII

To the SUPERINTENDENT OF SCHOOLS:

I have the honor to transmit for your information and guidance the annual reports of the officers of divisions 10 to 13 for the school year 1924-25.

As these reports relate in some detail the plans, efforts, and results of the teachers in the several departments of the school system, this office considers

it inadvisable to restate or to dwell upon features already recorded by them. The privilege is sought of supplementing these reports by directing your attention to certain pertinent problems of administration.

#### *Reorganization*

Since June 30, 1924, several important changes have been effected in the organization of the schools of divisions 10 to 13:

- The creation of a first assistant superintendency.
- The promotion of Supervising Principal Marion P. Shadd to the rank of assistant superintendent in charge of elementary schools.
- The reorganization of the board of examiners.
- The promotion of Mr. H. H. Long to the rank of supervising principal in charge of educational research.
- The appointment of Mr. L. L. Perry as supervising principal.
- The appointment of Miss R. L. Nixon as director of drawing.
- The detail of Mrs. G. H. Woodard as assistant principal and dean of girls at the Miner Normal School.
- The appointment of Miss Ora D. Weaver as assistant principal and dean of girls at the Armstrong Technical High School.
- The appointment of Dr. Edwin B. Henderson as head of the department of physical training.

The "act to fix and regulate the salaries of teachers, school officers, and other employees of the Board of Education of the District of Columbia," approved June 4, 1924, authorized "one colored first assistant superintendent for the colored schools, who, under the direction of the superintendent of schools, shall have sole charge of employees, classes, and schools in which colored children are taught." The second deficiency act, fiscal year 1924, approved December 5, 1924, provided a salary for this new position. On December 18, 1924, the assistant superintendent in charge of colored schools was promoted to the rank of first assistant superintendent in charge of "all employees, classes, and schools in which colored children are taught." This is the first time in the history of public education in America that a person of color has occupied such a position in a public school system.

The foregoing promotion created a vacancy in the assistant superintendency for divisions 10 to 13. The Board of Education limited the duties and responsibilities of this old position to supervision of the elementary schools in divisions 10 to 13 under the direction of the first assistant superintendent in charge of colored schools and to serving as chief examiner for the board of examiners in divisions 10 to 13, in accordance with the provisions of the salary act for teachers approved June 4, 1924.

On December 18, 1924, Miss Marion P. Shadd, formerly supervising principal of division 11, in recognition of her long and efficient service as teacher, principal, and supervising principal, was promoted to the rank of assistant superintendent in charge of elementary schools, divisions 10 to 13, and was appointed by the Board of Education as chief examiner for the board of examiners for the colored schools.

Prior to June 30, 1924, the board of examiners for divisions 10 to 13 was composed of the superintendent of schools, acting as chairman, and two heads of departments in the high schools. The salary act of June 4, 1924, in this connection, provided "That boards of examiners for carrying out the provisions of the statutes with reference to examinations of teachers shall consist of the superintendent of schools and not less than four nor more than six members of the supervisory or teaching staff of the colored schools for the colored schools."

The salary act also provided that "an assistant superintendent in the colored schools shall be designated by the superintendent of schools as chief examiner for the board of examiners for the colored schools." The board of examiners was provisionally reorganized on July 1, 1924, with the following members: Miss Marion P. Shadd, supervising principal; Miss Otelia Cromwell, head of the department of English and history; Mr. R. I. Vaughn, head of the department of applied science; Mrs. M. H. Plummer, Dr. H. L. Bailey, and Mr. J. A. Turner. Miss Shadd, for the period from July 1 to December 17, 1924, served as secretary of the board of examiners, having been elected to this office by the members of the board. It was not until December 18, 1924, that the Board of Education found it convenient to carry out the provisions of the salary act with reference to designating a chief examiner for the board of examiners for colored schools, and on that date the Board of Education formally organized the board of examiners by appointing a chief examiner.

From July 1, 1924, to January 7, 1925, research in divisions 10 to 13 was conducted by a committee of teachers serving under the general supervision and direction of the supervising principal of division 13. The promotion on December 18, 1924, of the supervising principal of division 11 to the rank of assistant superintendent in charge of elementary schools, however, made it possible for the school administration to take a second step in the program of establishing a department of educational research in divisions 10 to 13. Accordingly, on December 30, 1924, the Board of Education promoted to the rank of supervising principal of division 11 in charge of educational research in divisions 10 to 13 Mr. H. H. Long, teacher of psychology at the Miner Normal School. The technical nature, the great importance, and the comprehensiveness of the work of the department of educational research warrant the opinion on the part of this office that this position should carry the rank of assistant superintendent. Somehow it does seem to be a poor administrative arrangement to require a director of educational research to serve as supervising principal of a division of the school system. This office respectfully recommends that the Board of Education take, at their earliest possible convenience, this final step in creating a real department of educational research under an assistant superintendent of schools.

On June 30, 1924, Dr. W. S. Montgomery, supervising principal of division 12 and director of special activities in divisions 10 to 13, retired from the service after a long period of constructive work in the field of education. On July 8, 1924, Mr. Leon L. Perry was appointed successor to Dr. W. S. Montgomery.

Here, again, is a second official occupying a dual position—supervising principal of elementary day schools and director of special activities—carrying with it supervision of special classes in day schools, and supervision and direction of night and vacation schools. It is the frank opinion of this office, after a careful study of the needs of the service, that this officer should be relieved of responsibility for the supervision of day schools and that his jurisdiction should be confined to special classes in elementary day schools, to the direction of vacation and night schools, and extensions of the service. Appropriate recommendations in this connection will be filed for your consideration and approval at the beginning of the school year 1925-26.

Upon the resignation of Mr. Joseph O. Montgomery, Miss Rosa L. Nixon, teacher of drawing at the Dunbar High School, was promoted to the rank of director of drawing, effective September 1, 1924. For the past year this officer has devoted her full time to a close study of the needs of the service and to supervising the department of drawing in the elementary school field. One important conclusion arrived at from this study is that drawing in the several fields of the service, the junior and senior high schools, the Miner Normal School, and the elementary schools should be more closely articulated. Supervision and direction of freehand drawing in the junior and senior high schools is now in charge of the head of the department of applied science. Freehand drawing throughout the public schools would be improved greatly by the inauguration of a plan of vertical supervision of instruction. In this connection appropriate recommendations will be filed with your office for consideration and approval at the beginning of the school year 1925-26.

On February 4, 1925, Mrs. G. H. Woodard was detailed by this office as acting dean of girls of the Miner Normal School. This action was taken for two reasons. The unusually large enrollment of girls at this institution seemed to demand this policy. Moreover, this assignment would bring considerable relief to the principal of the Miner Normal School and would place him in position to devote his time and talents more completely to the formulation of educational policies, to supervision of instruction, and to administration of the training school for teachers.

The appropriation act for 1925 provided an assistant principal and dean of girls for the Armstrong Technical High School. To this position Miss Ora D. Weaver was appointed, to take effect July 1, 1924.

The same appropriation act also carried a provision for an additional head of department in divisions 10 to 13. On July 1, 1924, the Board of Education created a department of physical training for junior and senior high schools, and to this position, effective July 1, 1924, Dr. Edwin B. Henderson, of the Dunbar faculty, was appointed.

This office is happy to report that the services of all of the new officers hereinbefore mentioned were satisfactory for the school year 1924-25.

## JUNIOR HIGH SCHOOLS

No additional junior high school housing accommodations were made available this year in divisions 10 to 13. The Randall and Shaw Junior High Schools are both packed to overflowing. The aggregate capacity of these two buildings does not exceed 1,100 pupils. The outlook for larger accommodations is promising, in view of the fact that some of the junior high school accommodations provided in the five-year building program are about to be realized. The remodeled Randall Junior High School ought to be ready for occupancy in September, 1926; the John R. Francis Junior High School in September, 1927; the Garnet Junior High School in September, 1928; and the new home at McKinley for the Shaw Junior High School in September, 1929. These four buildings when completed will accommodate in the neighborhood of 4,000 pupils of junior high school age and classification, and will bring considerable relief from congestion to elementary and senior high schools alike.

Before the 6-3-3 plan can be fully realized on a city-wide scale for divisions 10 to 13, there must be provided junior high school facilities even in addition to those contemplated in the four schools already mentioned. The Lovejoy and Burrville Schools are under consideration for this purpose.

It is gratifying to be able to report that the supply of teachers of academic subjects for the junior high schools, 2A and 2C salary groups, is in advance of the demand. Although the demand for such teachers will certainly increase as new junior high schools are opened during the next three years, no great difficulty is anticipated in securing well-qualified teachers of academic subjects in junior high schools to meet this new demand.

But great difficulty is already being experienced in meeting the demand for junior high-school teachers of elementary science, business practice, woodwork, and sheet metal. This shortage in supply seems to be due to the fact that few institutions for the training of teachers yet offer review courses in content and methods for these subjects from the point of view of the junior high school. Thus the requirement of the Board of Education for teachers of salary class 2A, junior high schools, is difficult to meet.

The solution of this difficulty does not lie in lowering our standards and in letting down the bars. It consists rather in encouraging teachers in service to enter upon the pursuit of such courses wherever and whenever in the near future accredited institutions for the training of teachers may offer them. It is not unreasonable to suppose that the Columbia University extension center at the Shaw Junior High School and our own Miner Normal School may offer appropriate opportunity for the preparation of teachers in these subjects for the junior high schools.

Significant progress has been made this year in articulating the academic and scientific subjects of the senior and junior high schools, and in standardizing and unifying the courses of instruction in academic and scientific subjects wherever taught in the ninth grade, whether in junior or senior high school. A course in unified or composite mathematics has been mapped out and approved for the ninth grade. A committee of teachers and officers has made considerable progress and, indeed, is about to report on the coordination and articulation of commercial subjects in the senior and junior high schools. Another committee of teachers and officers during the school year has devoted considerable time to the study of the problem of reorganizing and coordinating the work in physical training and military science in the junior and senior high schools.

This office is of the opinion that for the school year 1925-26 three important problems in re the junior high school courses of instruction should receive careful consideration:

Checking results from the courses of instruction already approved and in use.

The articulation and coordination of courses of study in the manual and industrial arts, drawing, music, and the like, in junior and senior high schools.

The standardization and unification, as far as practicable, of courses of instruction of the seventh and eighth grades of the traditional elementary schools with the courses of instruction in the corresponding grades of the junior high schools.

Of great concern to the teachers of the junior high schools is the question of appropriate reclassification of teachers in the junior high schools who prior to June 30, 1924, possessed senior high school qualifications, though having not

been examined prior to that date and put upon eligible lists by the boards of examiners, and were serving, prior to June 30, 1924, in the lower junior high school salary classes. There are seven such teachers in the Randall and Shaw Junior Schools:

Name	Date of original appointment to service	School from which assigned to junior high schools	Date of assignment to junior high schools
R. A. Gillem.....	Oct. 4, 1905	Garrison.....	Feb. 1, 1924
N. E. Boyd.....	Jan. 22, 1912	.....do.....	Sept. 1, 1923
M. V. Ruby.....	Sept. 1, 1891	Stevens.....	Nov. 1, 1919
M. A. Milton.....	Feb. 4, 1918	Magruder.....	Feb. 1, 1924
G. B. Johnson.....	Feb. 11, 1904	Mott.....	Sept. 1, 1923
A. S. Rucker.....	Feb. 2, 1914	Wilson.....	Mar. 16, 1922
J. T. Maloney.....	Sept. 1, 1922	Mott.....	Sept. 1, 1922

On July 1, 1924, these teachers were transferred from their respective salary classes under the old salary bill to class 1A under the new salary bill for teachers, approved June 4, 1924, in accordance with article 4, section 6, paragraph (d), of the teachers' salary act, entitled "Method of assignment of employees to salaries," providing as follows: "From teachers in junior high schools, possessing the eligibility requirements of teachers of elementary schools, classes 3, 4, and 5, under the act of June 20, 1906, as amended, to class 2, Group A, of the foregoing schedule." These seven teachers claim that they should have been assigned to salary class 2, Group C, in accordance with article 1 of the teachers' salary act, entitled "Salaries of teachers and school librarians," providing as follows: "A teacher in the junior high school who possesses the eligibility requirements of teachers in the senior high and normal schools shall be paid in accordance with the following schedules: Group C—a basic salary of \$1,800 per year, with an annual increase in salary of \$100 for 10 years, or until a maximum salary of \$2,800 is reached." The issue was clearly drawn between the teachers and the school administration as to the appropriateness of their classification as determined by the Board of Education on July 1, 1924. The school administration has always been of the opinion that article 1 merely sets up a salary schedule and does not refer to the placement of teachers; that the Board of Education in placing teachers under the terms of the salary act for teachers, approved June 4, 1924, is limited to the provisions of article 4, section 6.

The Board of Education voted to refer the legal question involved in this discussion to the corporation counsel for an opinion.

The corporation counsel has not rendered a final decision. His first reaction, however, favored the contention of the teachers. The corporation counsel filed an opinion and withdrew it almost immediately for further consideration.

In the meantime the Board of Education again considered the proposition and requested the auditor of the District of Columbia to refer the matter directly to the Comptroller General, in view of the fact that the Comptroller General and not the corporation counsel was the court of final resort in matters touching the pay roll. No further action can be taken by the school authorities upon this question until a decision is finally reached by the Comptroller General.

#### SENIOR HIGH SCHOOLS

This office reports the completion of the Armstrong Technical High School Annex, at a total cost for building, ground, and equipment of \$816,509. The replacement value of the main structure, built in 1902, is estimated at \$300,000, so that the greater Armstrong now has a total value of \$1,116,509.

For the past five or six years this school plant has suffered serious inconvenience through being compelled to conduct its work for nearly 1,200 students in a main structure built to accommodate comfortably only 350 students, in 13 portables, and in 4 brick garages—all of them scattered over two city blocks. This inconvenience now ends. The annex will be occupied September 1, 1925. The portables will be transferred immediately after July 1 to other points in the school system.

Armstrong graduated this year the largest class in its history—120 pupils. It was interesting to note that the boys in the graduating class outnumbered the girls. Of greater significance still, however, is the report on distribution of the class of 1925, which is as follows:

Howard University-----	39	Hampton Institute-----	2
Arts and sciences -----	19	University of Illinois, engineer-	
Medicine-----	4	ing-----	2
Pharmacy -----	2	Syracuse University-----	1
Dentistry -----	2	Miner Normal School-----	74
Applied science -----	10	To vocations, direct-----	
Commerce and finance-----	1		
Law-----	1	Total -----	120

The fact that two of these graduates are to pursue higher technical courses at Hampton Institute, that two are to enter engineering courses at the University of Illinois, and that a score or more of them are to prepare themselves for the great profession of teaching in the manual and industrial arts at Miner Normal deserves special mention.

Dunbar High School was constructed to accommodate comfortably 1,200 pupils. Her highest enrollment for this year was 1,786 pupils, fully 585 pupils in excess of facilities.

It was thought that relief from congestion would come to the Dunbar High School by the early transfer of the Shaw Junior High School to the old McKinley, after the new McKinley was ready for occupancy, thus making it possible to deflect ninth-grade pupils away from Dunbar to the greater Shaw at McKinley and to transfer the department of business practice from Dunbar to the present Shaw Building. It seems now that this will hardly be realized before January 1, 1929. Partial relief from congestion at Dunbar will come, of course, when the John R. Francis and the Garnet Junior High Schools are ready for occupancy, September, 1927, and September, 1928, respectively.

Even these dates are rather remote. Dunbar needs immediate relief from congestion.

When this office reached an agreement with the officers of divisions 1 to 9 with reference to the transfer of the Twining School to divisions 10 to 13, there was in the minds of all of us the thought that this school building should be put to use immediately to relieve congestion in the elementary schools in that vicinity and in bringing nearer to them manual-training opportunities for which they now travel great distances. Since this agreement was arrived at in conference with the administrative officials of divisions 1 to 9 this office has made a careful survey of the comparative needs of the elementary schools in the vicinity of the Twining School and of the Dunbar High School, and has come to the conclusion that it would be better temporarily to use the Twining School to house the department of business practice of the Dunbar High School, thus bringing immediate relief from congestion to the Dunbar High School, and to locate temporarily the manual-training shops for elementary schools of that vicinity in the old John F. Cook School, which is to be vacated on or about November 15, 1925, with the distinct understanding that, if this plan is adopted, it should be for temporary purposes and is not to extend beyond the time when the new McKinley Technical High School is ready for occupancy, January 1, 1929. At that time this office would recommend the transfer of Shaw to old McKinley, the transfer of the business department from Twining to Shaw, the transfer of the Twining School to the elementary schools of divisions 10 to 13, and the complete abandonment of the old John F. Cook School.

This office respectfully requests the superintendent of schools to give thoughtful consideration to this proposition. If the Board of Education would approve this temporary arrangement, this office would be happy to file appropriate recommendations respecting the plan, in September, 1925.

The Dunbar High School during the current year has achieved an enviable record in scholarship both among her undergraduates and graduates. This office wishes to make it a matter of record that this particular high school for the education of youth of color stands in the very front of America's accredited secondary institutions of learning, that her graduates this year in American colleges and universities have achieved unusual honors, and that the graduating class of 1925 has been awarded an exceptionally large number of scholarships by northern colleges and universities. In this connection your attention is directed to the following account of the distribution of the class of 1925:

*Number of graduates*

## Academic department :

Girls	146
Boys	64
Total	210

## Business Department :

Girls	12
Boys	4
Total	16
Grand total	226

*Distribution of class of 1925.*—Seventy-three of the class of 1925 plan to attend colleges as follows: Williams, Dartmouth, Hamilton, Amherst, Brown, Smith, Lincoln, Harvard, Trinity, Wesleyan, and Howard. Approximately 150 of the graduates will attend the Miner Normal School.

*Scholarship awards*

University or college	Number of scholarships	University or college	Number of scholarships
Amherst	2	Howard	3
Dartmouth	2	Lincoln	1
Brown	1	Smith	1
Hamilton	1	Trinity	1
Harvard	1	Wesleyan	1

A fine piece of constructive work has been done this year by Mrs. Bessie M. Nurse, teacher of home economics in the Armstrong Technical High School, with the assistance of teachers of home economics in the two senior high schools, in making a complete survey of the needs of the department of home economics in the senior high schools and in preparing a definite plan for standardizing and unifying the work in home economics for the senior high schools and for coordinating and articulating this work with the courses in home economics in the junior high schools. This report will be submitted for careful consideration and appropriate action early in the year 1925-26.

The thirty-third annual competitive drill of the Twenty-fourth Regiment of High School Cadets was held May 27, 1925. This event was made historical by the presence of the President of the United States, the Hon. Calvin Coolidge, and the first lady of the land, Mrs. Calvin Coolidge. The Twenty-fourth Regiment of High School Cadets was reviewed by the President of the United States. The presence of President and Mrs. Coolidge was an inspiration to our pupils and a source of real happiness to the thousands of spectators whose privilege it was to witness this unusual event.

## MINER NORMAL SCHOOL

In connection with the Miner Normal School, several questions ought to be thoroughly discussed and determined within the next school year:

The standardization and unification of organizations of the normal schools.

The advisability of lengthening the course to three years.

The limitations, if any, to be placed upon enrollment, such as—

A fixed maximum enrollment.

Admission determined by—

a. Examination.

b. Rank in high-school graduating class.

c. Residence within or without the city.

The advisability of limiting the number of graduates to approximately the local demand.

These questions have been under discussion by patrons of the Miner Normal School and by teachers for several years.

This office has the impression that the Miner Normal School should not be taxed beyond its capacity to house pupils comfortably (350 pupils), and its ability to do good work. The lengthening of the course to three years would not only tend to limit enrollment but would affect the number graduating from year to year. Moreover, this particular innovation would materially raise the standard of eligibility for appointment to elementary grades, and might make it possible for the Board of Education further to differentiate the courses of instruction to include the preparation of teachers for junior high schools.

This office doubts the equity of denying the child of a taxpayer the privilege of admission to a public school for the training of teachers maintained at the public expense when that child has met the scholarship and character tests required for graduation from an accredited high school. However, many cities are denying this privilege to children of taxpayers. It would seem to this office to be more important to determine by more rigid standards the type of person to graduate from our teacher-training schools and to enter the noble profession of teaching. The unfit would naturally be eliminated in a three-year course requiring very high standards of scholarship and personality.

This office would not like to see the day come when the number of graduates of the Miner Normal School is to be determined by the local demand for teachers. The Miner Normal School is a national institution when we judge it from the point of view of the sources of its financial support, by the sources of its student population, and by the universality of the service its graduates render the cause of public education in America. Let the Miner Normal School continue to serve this cause on a national scale until children of color everywhere in America enjoy the privilege of instruction at the hands of teachers prepared for their important duties by standards more definite, common, and uniform than now is the case.

#### THE ELEMENTARY SCHOOLS

To enter upon a lengthy discussion of the elementary schools of divisions 10 to 13, is not only unnecessary but would make this report too long. The officers have covered exhaustively problems of teaching, supervision, and administration in this field of service.

This report can not close, however, without special mention being made of the department of educational research and the demonstration of work in the primary department recently given at the Cleveland School.

The department of educational research has done a fine piece of work this year. The great assistance that this department has rendered teachers in service in improving methods of instruction deserves special mention and commendation.

This office concurs in the opinion of the director that the outlook for this highly technical but useful and necessary work is indeed promising. To quote the director, "The reliability of our work during the year is decidedly gratifying. The findings will give us renewed confidence, so that we may push forward the coming year with assurance and dispatch." It seems worth while, in spite of this, to add a word as to the function of the department of research. It seems to me that its major duties fall under three heads:

a. The department of research must always do a reasonable amount of testing for the purpose of organization and classification, even after the entire system has been covered, because new pupils will be constantly coming in and constantly we shall want to know whether and where improvements have been made.

b. The department ought at the very earliest possible date enter upon clinical work. A psycho-educational clinic should be established with the view of treating individual difficulties in children who have been selected out of the school population by the standard tests for the reason that they are not adjusting well to the school situation. The department has served them inadequately if it does not go beyond their mere identification and attempt scientifically, first, to determine their difficulties or diagnose their troubles and, then, set about remedying them.

c. A major part of the work should be in the field of experimentation in methods, in psychology, and in administration. The department will not justify its name unless a large part of the energy of the research personnel is en-

gaged in this sort of thing. The larger part of the work this year has been concerned with duties under *a*, and very little has been done under *b*. The reason for this state of affairs is the lack of personnel on the one hand and clinical facilities on the other, including apparatus and room. It is hoped that a great deal more may be done along this line in the near future. We are fortunate in starting some work in experimentation which falls under *c*. The foundation, we believe, has been laid for the accomplishing of fine results. It has been possible to locate enthusiastic teachers who are willing to enter into the field of experimentation for the purpose of making contributions to education. It is our plan next year to devote a considerable part of our time to planning and directing experiments in "methods" with the view of determining methods, procedures, and techniques, which may be applied with profit under our school conditions. It must be kept in mind that the evoking of the research attitude whose essence is intelligent ignorance, critical judgment, and the spirit of the learner has decided value aside from the scientifically formulated product.

Of evenings during the week of May 19-23 the primary department gave a demonstration of its work at the Cleveland School. The purpose of the demonstration was to exhibit to school patrons and to exemplify to teachers the best in teaching methods, schoolroom procedure, supervision, and administration. The demonstration was a profound success. The director of primary instruction estimates the attendance at "more than 3,000 parents, teachers, pupils, and citizens from all over the District."

It is especially gratifying to the teachers and officers of divisions 10 to 13 to know that in recommending to the Board of Education the establishment of demonstration schools for the school year 1925-26 the superintendent of schools had in mind some such work as he recently saw demonstrated by the primary department of divisions 10 to 13 at the Cleveland School.

This office, in closing this report, desires to convey to the superintendent of schools, in behalf of all of the educational employees in divisions 10 to 13, a sincere expression of appreciation for his uniform kindness and courtesy and for the many constructive suggestions he has given us during the year.

Respectfully submitted,

G. C. WILKINSON,  
*First Assistant Superintendent of Schools.*

## REPORT OF ASSISTANT SUPERINTENDENT ROBERT L. HAYCOCK

To the SUPERINTENDENT OF SCHOOLS:

The promotion of Mr. Stephen E. Kramer from the principalship of the Central High School on December 18, 1924, to the new position of first assistant superintendent brought about a division of duties in the office of the assistant superintendent that makes possible a more satisfactory administration of the elementary and the secondary schools. The centralization of the administrative direction of these two natural branches of the schools of the first nine divisions under two heads instead of one, as heretofore, will undoubtedly result in the improvement of both. So many channels of activity have centered in the office of the assistant superintendent that the relief which has come during the past year has been most welcome.

Another step forward has been the establishment of the position of business manager. This new office affords relief by taking over many of the responsibilities of a business nature that were formerly resident with the assistant superintendent. Released from many duties more or less routine, the assistant superintendent may now hope to devote much time and constructive thought to the more important educational aspects of his work. All things considered, the effectiveness of a school system should be measured not so much in terms of business efficiency as in the quality of classroom instruction and management. To this end the superintendent and his administrative and supervisory officers should have time to devote their best energies.

### FIVE YEARS OF JUNIOR HIGH SCHOOL DEVELOPMENT

At the close of the fifth year of your administration of the schools it is worth while to note briefly some achievements in the development of the junior high schools, and to consider especially certain phases of that development in their relation to the elementary schools. You have labored assiduously in

building up a system of junior high schools, and your labor has not been in vain. The enrollment report of June 11, 1925, shows a total of nearly 5,000 pupils in our junior high school ranks. Of these there were 1,225 pupils enrolled in ninth-year classes pursuing work corresponding to that of the freshman classes of our senior high schools. Enough ninth-year pupils are now enrolled in the junior high schools to fill a senior high-school building of average size. Thus the junior high schools are already playing an important part in relieving congestion in the senior high schools. The seventh and eighth grade classes in the junior high schools have reached a total enrollment of 3,660 pupils, enough to fill five elementary 16-room buildings. In the elementary schools, outside of the confines of the junior high schools, there remain 6,482 pupils enrolled in seventh and eighth grades. More than 36 per cent, therefore, of our seventh and eighth grade boys and girls in the entire school system now enjoy the educational advantages offered by the junior high schools.

#### SOME BENEFICIAL PHASES OF THE JUNIOR HIGH SCHOOL

Many beneficial results have been accruing in the elementary schools with the establishment and the development of our junior high schools. The most notable phases stated briefly are as follows:

1. A new point of view. The junior high school, with its clarified aims, its vitalized courses of study, and its socializing activities, has enlivened our elementary teachers to a new point of view in regard to the preadolescent child, his educational needs, and the school environment most conducive to his physical, mental, and moral growth. This new and lively interest in pupil, subject matter, and the materials of instruction will result in more effective classroom teaching, not only in the junior high schools but in every grammar grade in our system.

2. A higher professionalism. The immediate effect upon our teachers, especially those in the upper elementary grades, has been a broadening of the vision and the development of a higher and more wholesome professionalism. More of our teachers than ever before are seeking professional improvement in the schools of education of the universities where they are pursuing courses that are purposeful and helpful. They are seeking to know the child, to know his needs, and to know how to meet those needs.

3. A definite aspiration. There are now 233 teachers in the several junior high schools. Most of these teachers were promoted to their positions from the elementary grades after months of study and preparation for their new fields of activity. In almost every case it was an aspiration that had its reward, and often the teacher had the satisfaction of moving up into the junior high school with the pupils she had taught in the lower grades. There are scores of teachers in our elementary grades who entertain similar aspirations and are now preparing themselves for junior high-school work. They are better grade teachers because they are ambitious for a higher professional competency.

4. A vitalized curriculum. The development of a new point of view and the clarifying of the aims of the junior high schools have revealed the need of revising our course of study in the elementary schools. There has arisen a real desire among teachers and officers to make the courses more purposeful and to relate them more directly to the pupil's interests and to their life in the community. Committees of representative teachers and officers have been at work during the year seeking to modify and improve our courses in English, history, and geography in order to have a better adjustment of the elementary courses with those of the junior high schools. This work has paralleled that of other committees looking toward similar needs in the senior high schools. Several of these committees have brought in their reports, thus making it possible to use the new courses next year.

5. An enthusiastic student body. The more modern equipment of the junior high school, the homogeneity of its student group, and the exploratory opportunities afforded by a variety of courses have given the pupils a new zest in their school work and a greater enjoyment of the student activities. A study of the number of pupils withdrawing from school at the close of the eighth year of the elementary schools as compared with the number withdrawing from school at the close of the ninth year of the junior high schools shows that the junior high schools are sending on into the sophomore year of the senior high school a larger percentage of their graduates than are sent by the elementary grades into the freshman year of the senior high schools. This

fact, as I see it, has much significance. Undoubtedly the junior high school appeals to its pupils and holds a larger proportion of them in school even after they are a year older.

6. A reduction of congestion. As stated above, more than 1,200 pupils of the freshman year have been withheld from our overcrowded senior high schools by the opening of the junior schools. Likewise more than 3,600 pupils of elementary-school grade have been withdrawn from those buildings. A striking result is the noticeable reduction of part-time classes in the elementary schools that are associated with the several junior high schools. The withdrawal of seventh and eighth grade classes from these buildings made it possible to place many primary classes on full-time instruction, as shown in the following table. Thus over 50 classes and more than 1,800 pupils have been given the advantage of full-time instruction.

*Part-time classes in elementary schools relieved by the junior high schools, divisions 1 to 9*

Junior high schools	Number of part-time classes in associated elementary schools	
	April, 1923	April, 1925
Columbia.....	18	2
Hine.....	30	10
Langley.....	12	5
Macfarland.....	22	14
Jefferson.....	10	8
Total.....	92	39

<sup>1</sup> Five portables on Allison Street also afforded relief.

NOTE.—The opening of the Powell Junior High School is so closely related to the opening of the Bancroft and the Raymond Schools that the real relief there can not be shown.

7. A pleased community. The junior high school has become popular in Washington. Many citizens' associations have petitioned the Board of Education to provide junior high schools in their respective communities. Every supervisor and officer has met with a happy response from school patrons in the establishment of the new junior high schools. Expressed disappointment came from a number of parents who lived outside the regions of the new schools, too far away to have their children admitted. Citizens in the northeast, in Georgetown, in Brightwood, and in the Reno and Brookland sections are urging appropriations for new junior high schools.

#### A YEAR OF ACHIEVEMENT

The year has been one of significant progress. We have entered upon a reconstruction period of pronounced importance in the history of our public schools. The teachers' salary legislation has already reduced the annual turnover of teachers and has placed our teaching corps upon a higher professional plane; the five-year building law makes it possible to extend and modernize our physical plant, reduce pupil congestion, and thus becomes a boon to every community; the school attendance law makes available information so necessary for an intelligent understanding of the many social problems that are related to our school organization; the reorganization of the official staff brings about a more efficient administration of the schools and a more effective direction of instruction. It is really beyond our power to measure in terms of possible future advancement the importance of the recent school legislation. As the leader in this movement for the improvement of our schools, you are to be congratulated upon the wonderful achievements that have culminated so happily during the past year. It has been a delightful privilege to me as your coworker to have been associated with you in your constructive undertakings.

Respectfully submitted.

R. L. HAYCOCK,  
*Assistant Superintendent.*

## REPORT OF THE BOARD OF EXAMINERS, DIVISIONS I TO IX

To the SUPERINTENDENT OF SCHOOLS:

Sir: This report consists of two parts:

- I. Examinations.
- II. Salary placing under the salary act of June, 1924.

### I. EXAMINATIONS

Because of provisions in acts of Congress affecting the public schools of the District of Columbia passed during the session which closed June, 1924, and policies enunciated by the Board of Education, many new examinations and new types of examination were formulated during the school year 1924-25, and the coming year will see a comprehensive, coordinated plan in operation for the whole system.

Attention is called to the fact that examinations were held for attendance officers, census enumerators, and clerks. A new type of examination, somewhat after that used by the civil service, was set for applicants for positions as clerks which necessitated about 20 sheets of questions for each clerk, involving for the most part merely checking by the one answering. The labor of making the thousands of sheets was very great.

It will be noticed from the synopsis of results of examinations immediately following that the number of examinations was large and the number participating was very large. It must be borne in mind that during the days of the examinations, both written and oral (the orals covering a number of days), no other work can be done by either the board of examiners or Miss Monday, the secretarial clerk of the board, while the follow-up with reference to each one taking the examination is in the aggregate a time-consuming process of large proportions.

It is the unanimous opinion of the board of examiners that the written examinations should not come on Saturdays, except in rare instances. During the last semester of 1924-25 nearly every Saturday was used for written examination purposes, with the resultant jam of practical tests, orals, and physical examinations without a day for suitable use. It is to be hoped that temporary teachers or others in our system who desire to take examinations, mainly for their own betterment, will fill their places during that time from the lists of substitutes. This whole situation has been considered at length by the board of examiners. At present there is always a crisis to be met.

It is our belief that the system should not be circularized, especially with reference to junior high school positions. The claim is always made that the circular was never seen, etc. It is felt that the board of examiners should issue all circulars as to details, etc., to only those on our lists of applicants after, of course, newspaper publicity has been had, and that it should rest on the individual to submit his or her name to the board of examiners. There are too many claims of misunderstandings. The responsibility should rest on the individual.

Many matters have been considered by the board of examiners. The definite conclusions reached are contained in the minutes of the board of examiners for the school year just passed, to which reference is hereby made.

#### SYNOPSIS OF EXAMINATIONS

Number taking, 881; number passing, 371.

NOTES.—(1) The number appearing first within parentheses represents the number taking the examination; the number appearing second represents the number passing.

(2) No one was reported as passing who had not submitted all proofs of qualifications demanded and had not been certified as physically eligible to teach by the medical authorities. All accumulations will be reported together at a stated time, to be determined in accordance with a policy to be agreed upon.

##### *A. Regularly scheduled examinations (529-223)*

###### 1. December 22, 1924 (137-80).

Senior high schools (3a salaries) (47-30).

Art work (7-6); domestic art (3-1); domestic science (9-4); manual training (2-0); mechanical drawing (2-0); music (10-8); physical culture, men (6-4); physical culture, women (3-2); Spanish (5-5).

1. December 22, 1924 (137-80)—Continued.  
 Junior high schools (2c salaries) (36-23).  
 Art work (6-5); domestic art (2-1); domestic science (6-3); mechanical drawing (1-0); music (9-7); physical culture, men (7-4); physical culture, women (3-1); Spanish (2-2).  
 Elementary schools (1a salaries) (54-27).  
 Art work (10-7); domestic art (14-8); domestic science (5-2); music (6-3); physical culture (4-2); shopwork (8-1); speech correction (3-2); incorrigible (4-2).
2. February 7, 1925.  
 Junior high schools (2a salaries) (66-16).  
 For permanent elementary-school teachers.
3. April 7, 1925 (270-111).  
 Senior high schools (3a salaries) (156-58).  
 Applied arithmetic (8-4); biology (4-2); chemistry (2-0); commercial geography (2-1); commercial law (2-0); English (33-12); French (12-4); general science (10-2); history (33-10); latin (11-3); mathematics (16-4); physics (2-1); science of accounts (6-4); Spanish (5-2); stenography, Gregg (10-9).  
 Junior high schools (2c salaries) (75-32).  
 Applied arithmetic (7-4); English (13-8); French (7-2); general science (7-3); history (15-7); latin (10-1); mathematics (4-1); science of accounts (2-1); Spanish (3-0); stenography, Gregg (7-5).  
 Elementary schools (1a salaries) (39-21).  
 Domestic art (5-4); domestic science (12-6); music (8-6); shop-work (14-5).
4. June 6, 1925.  
 Junior high schools 2a salaries) (56-16).  
 For permanent elementary school teachers.

*B. Special examinations (259-66)*

1. February 14, 1925 (21-10).  
 Attendance officers.
2. May 16, 1925 (10-9).  
 Preliminary elementary examination to junior high (2a salaries).
3. May 23, 1925 (203-44).
  - a. Elementary; grades I to VI (1a salaries) (66-12).
  - b. Senior high schools (3a salaries) (9-6).  
 Physical culture, men.
  - c. Junior high schools (2c salaries) (8-6).  
 Physical culture, men.
  - d. Junior high schools (2a salaries) (19-11).  
 Various subjects.
  - e. Clerks (101-9).  
 Major filing (63-6); major stenographic (38-3).
3. June 20, 1925. Census enumerators (25-3).

*C. Special qualifying examinations throughout the system (93-93)*

Temporary, various subjects, 90.  
 Reinstatements, 3.

**II. SALARY PLACING UNDER THE SALARY ACT OF JUNE 4, 1924**

The board of examiners is charged with determining the number of years of placing to which the applicant is entitled under the law. When it has done this its function ceases so far as this matter is concerned. Under the law the number of years of placing is limited to: (a) Four in salary classes 1a and 2a; (b) five in salary classes 3a and 2c. The salary limits due to placing alone therefore are \$1,800 for elementary teachers, \$2,000 for junior high 2a teachers. All salary adjustments are made in the office of finance and accounts.

The boards of examiners in joint session adopted a set of rules for placing, with a provision for remedying any injustice that might arise in the cases of teachers who would suffer a loss of salary by placing, because of going into

the junior high school from the elementary schools prior to July 1, 1924, to apply only to such teachers.

These rules, so far as it was possible to do so, covered the vast majority of cases. However, a few exceptional cases of injustice arose resembling in principle those already provided for, and these few teachers were placed so as to remedy the injustice, with the distinct proviso that it was for this purpose and this purpose alone and was not to apply after July 1, 1924, to the case of any teacher regularly in the system prior to that date.

The salary act, approved June 4, 1924, contains in substance the following provisions which have caused certain types of cases of differences in salaries and resulted in appeals to the board of examiners for help which it was powerless to give:

1. "Permanent teachers in elementary schools shall receive the salary next above their present salary and \$100 more."

NOTE.—In the case of those teachers long in the eighth grade this provision has served to maintain to a large extent their previous advantage over other teachers in other grades.

2. "On and after July 1, 1924, teachers promoted from a lower to a higher salary class or position shall receive a salary \* \* \* next above the salary in the position from which appointed."

NOTE.—This means an increase of \$100 when a teacher is promoted.

3. "On and after July 1, 1925, and on the first day of each fiscal year thereafter, if work is satisfactory, every teacher shall receive an annual increase \* \* \*."

NOTE.—This means, with 2, that if a teacher received a promotion during the school year she will receive another hundred beginning with September 1 of the next school year.

4. "The first year of service of any newly appointed teacher \* \* \* shall be probationary \* \* \* and such teacher \* \* \* shall receive his first longevity increase on the date of his permanent appointment."

NOTE.—The Comptroller General has ruled that "placing" begins on the date of probationary appointment. This means, in connection with 3 and 4, that a teacher appointed probationary during any school year (say, 1923-24) will receive an extra \$100 during the next school year (say, 1924-25) and another \$100 at the beginning of the next school year (say, July 1, 1925).

Inasmuch as the date of placing permanent teachers was July 1, 1924, (i. e., the date when the law became effective), it is evident that the permanent teachers in the system on July 1, 1924, in connection with 4 above were penalized. Example:

#### *Placings for four years and results*

PERMANENT TEACHER	TEMPORARY TEACHER
July 1, 1924-----	\$1,800
Feb. 1, 1925-----	1,800
July 1, 1925-----	1,900
Feb. 1, 1924-----	\$1,800
Feb. 1, 1925-----	1,900
July 1, 1925-----	2,000

Such inequalities resulting from the plain provisions of the law we are powerless to remedy. There are cases of quite a different character.

The business manager and the chief examiner agreed that a list of all possible peculiar cases should be prepared by the business manager for the board of examiners, so that each case might be carefully scrutinized to see whether any injustice has been done which under the law could be cured by placing without creating a situation which would cause injustice to a more numerous class of cases. This list reached the board of examiners too late in the school year 1924-25 for action as a board. It will be considered when the board of examiners reassembles in September. It is doubtful whether more than one or two cases may have to be considered, or whether any change will have to be made.

Some 800 claims have been settled. Several hundred of them had to be handled as many as four times because of all kinds of discrepancies in claims and proofs or failure to submit proper information, or submission of additional claims after award had been made, necessitating withdrawal of previous placing sheets from the auditor and the making out of new ones. Numerous interviews were had before the full board of examiners, and circulars to expedite settlement of claims were sent to hundreds of claimants. It is believed that so far

as "placing" is concerned the bulk of the work is over. The complete minutes of the board of examiners will furnish you with full details as to these matters.

In conclusion, I desire to express my highest sense of appreciation of the truly wonderful work performed by Miss Monday during the past year. Not only has she done the work of fully two clerks, but has maintained an initiative in doing executive work of a very high order which has taken many burdens from my shoulders and which has been just as effective as though I had acted myself. I know of no one else who could perform the many varied and exacting duties of such confidential nature, requiring the highest degree of accuracy, quickness, and tact, with such absolute success.

Thanking you for all your many courtesies and kindnesses, I am  
Very respectfully,

HARRY ENGLISH, *Chief Examiner.*

### REPORT OF THE BOARD OF EXAMINERS, DIVISIONS X TO XIII

To the SUPERINTENDENT OF SCHOOLS:

SIR: The following is the report of the board of examiners, divisions 10 to 13, for the year ending June 30, 1925:

#### *I. Examinations given during the school year 1924-25*

Date	Examination	Number entered	Number passed	Number failed	Number ineligible	Number withdrew	Total
Nov. 27, 1924....	Junior High: Credentials, academic.....	7	5	0	2	0	7
	Credentials, special.....	2	2	0	0	0	2
Dec. 18-19, 1924....	Senior High: Auto mechanics.....	1	1	0	0	0	1
	Drawing.....	1	0	1	0	0	1
Do.....	Physical training.....	1	0	1	0	0	1
	Junior High: Drawing.....	1	1	0	0	0	1
Do.....	Physical training.....	1	0	1	0	0	1
	Spanish.....	3	1	2	0	0	3
Do.....	Vocational: Auto mechanics.....	1	0	0	1	0	1
	Domestic science.....	2	1	1	0	0	2
Do.....	Mechanical drawing.....	1	1	0	0	0	1
	Woodwork.....	2	0	2	0	0	2
Do.....	Elementary: Drawing.....	1	1	0	0	0	1
	Music.....	2	1	1	0	0	2
	Physical training.....	2	0	2	0	0	2
Feb. 14, 1925....	Attendance officers.....	51	7	44	0	0	51
Apr. 2-3, 1925....	Normal: English.....	2	2	0	0	0	2
	Practice.....	1	1	0	0	0	1
Do.....	Senior high: Biology.....	5	2	3	0	0	5
	Chemistry.....	2	2	0	0	0	2
Do.....	Civics.....	1	1	0	0	0	1
	English.....	5	3	2	0	0	5
Do.....	French.....	6	2	4	0	0	6

## I. Examinations given during the school year 1924-25—Continued

Date	Examination	Number entered	Number passed	Number failed	Number ineligible	Number withdrew	Total
Apr. 2-3, 1925	Senior high—Continued.						
	General science.....	1	0	1	0	0	1
	History, ancient.....	5	2	3	0	0	5
	History, English and American.....	2	0	2	0	0	2
	History, medieval and modern.....	3	1	2	0	0	3
	Latin.....	1	0	1	0	0	1
	Mathematics.....	8	2	6	0	0	8
	Music.....	7	4	3	0	0	7
	Physical training.....	1	1	0	0	0	1
	Science of accounts.....	2	0	2	0	0	2
	Spanish.....	2	2	0	0	0	2
							51
Do	Junior high:						
	French.....	4	1	3	0	0	4
	General science.....	4	1	3	0	0	4
	History, ancient.....	3	2	1	0	0	3
	History, English and American.....	1	1	0	0	0	1
	History medieval and modern.....	1	1	0	0	0	1
	Mathematics.....	5	2	3	0	0	5
	Music.....	1	0	1	0	0	1
	Physical training.....	1	1	0	0	0	1
	Science of accounts.....	1	0	1	0	0	1
	Spanish.....	1	1	0	0	0	1
							22
Do	Librarian.....	2	1	1	0	0	2
Do	Elementary:						
	Atypical.....	3	0	3	0	0	3
	Drawing.....	4	1	3	0	0	4
	Incorrigible.....	1	1	0	0	0	1
	Music, orchestra.....	1	0	1	0	0	1
	Music, vocal.....	4	0	4	0	0	4
	Physical training.....	4	0	4	0	0	4
	School gardens.....	7	1	6	0	0	7
	Sheet-metal work.....	2	0	2	0	0	2
	Speech correction.....	10	3	7	0	0	10
							36
May 15, 1925	Junior high:						
	Clerical practice.....	1	0	1	0	0	1
	Drawing.....	1	0	1	0	0	1
							2
May 23, 1925	Clerks:						
	Filing.....	16	3	13	0	0	16
	Filing and stenography <sup>1</sup> .....	5	3	2	0	0	5
	Stenography.....	15	6	9	0	0	15
	Stenography and filing <sup>1</sup> .....	5	2	3	0	0	5
							41
May 28-29, 1925	Elementary:						
	Music, vocal.....	* 2	1	1	0	0	2
	School gardens.....	2	1	1	0	0	2
							4
June 2, 1925	Junior high:						
	Credentials, academic.....	9	3	2	4	0	9
	Credentials, special.....	2	2	0	0	0	2
							11
June 20, 1925	Census enumerators.....	36	3	31	1	1	36
	Grand total.....						285

<sup>1</sup> Major subject listed first.

## I. Examinations given during the school year 1924-25—Continued

## QUALIFYING EXAMINATIONS

Date reported	School	Subject	Number examined
Sept. 20, 1924	Junior high do Elementary	Clerical practice	1
		General science	1
		Physical training	1
			3
Sept. 22, 1924	Junior high do	Spanish	1
		Sheet-metal work	1
			2
Oct. 6, 1924	Night Elementary	Grades	1
		Music	1
			2
Feb. 7, 1925	Normal do	Attendance officer	5
		Domestic science	1
			6
Oct. 13, 1924	Junior high Night do	Drawing	1
Oct. 16, 1924		Grades	1
Oct. 22, 1924		Bricklaying	1
Nov. 1, 1924	do do do	Shorthand	1
		Typewriting	1
		Grades	1
			3
Feb. 16, 1925	do do do	Tailoring	1
		Millinery	1
		Domestic art	3
			5
Mar. 18, 1925	Senior high do Junior high Senior high Night	Latin	1
Apr. 8, 1925		do	1
Apr. 30, 1925		Drawing	1
May 1, 1925		English	2
May 7, 1925		Grades	1
	Grand total		30

## II. Placements, July 1, 1924, to June 30, 1925

Number allowed placement	232
Number denied placement	118
Total	350

Respectfully submitted,

MARION P. SHADD,  
*Chief Examiner, Board of Examiners,  
Divisions 10 to 13.*

REPORT OF THE CHIEF MEDICAL AND SANITARY INSPECTOR  
OF SCHOOLS

## WORK OF SCHOOL MEDICAL INSPECTORS

In the work of the school medical inspection, 12 medical inspectors were employed for three hours daily throughout the year. They made 48,254 physical examinations or physical inspections. This number includes the physical examinations in the presence of the parents of 2,614 first-grade or kindergarten pupils, 1,388 applicants for teaching positions or for admission to the normal school, 614 applicants for work permits, and a complete physical and mental examination of 138 mentally retarded pupils.

The following table gives the detailed statistics of the work of the medical inspectors of schools:

*Work of school medical inspectors, school year 1924-25*

	White	Colored	Total
Number of visits to school buildings.....	5,568	2,683	8,251
Number of visits to homes of pupils.....	90	62	152
Total.....	5,658	2,745	8,403
Number of school rooms inspected:			
For sanitary conditions.....	3,165	989	4,154
For general observation of pupils.....	2,251	5,102	7,353
For detection of contagion carriers.....	784	486	1,270
Total.....	6,200	6,577	12,777
Number of pupils given individual examination:			
For detection of physical defect, treatment recommended.....	18,577	4,898	23,475
To determine whether vaccinated—			
Successful.....	6,300	6,740	13,040
Unsuccessful.....	946	732	1,678
For transfer to special school.....	140	88	228
For admission to normal school.....	398	335	733
For work permit.....	614	0	614
Readmission recommended.....	1,846	653	2,499
Exclusion recommended.....	1,553	1,436	2,989
Examination of first-grade and kindergarten children.....	1,998	269	2,267
Examination for teaching positions.....	452	153	605
Vaccinations.....			
Total.....	32,824	15,430	48,254

## CAUSES OF EXCLUSION

Body odors.....	1	1	2
Bronchitis (acute).....	2	2	4
Chickenpox.....	55	0	55
Chorea.....	1	0	1
Culture pending report.....	336	1,351	1,687
Dermatitis.....	0	1	1
Diphtheria (suspect).....	143	0	143
Ecthyma.....	1	0	1
Eczema.....	4	2	6
Enuresis.....	1	0	1
Epilepsy.....	0	1	1
Exposure to contagion.....	78	0	78
Fever (acute).....	2	1	3
German measles.....	2	0	2
Gonorrhea.....	0	1	1
Herpes labialis.....	2	0	2
Impetigo.....	88	0	88
Infantile paralysis.....	1	0	1
La grippe.....	1	0	1
Iritis.....	1	0	1
Lues.....	0	1	1
Mastoiditis.....	1	0	1
Measles.....	6	2	8
Miscellaneous.....	16	0	16
Mumps.....	96	2	98
Nephritis.....	1	0	1
Otitis Media (purulent).....	3	0	3
Pediculosis.....	220	0	220
Pharyngitis.....	6	1	7
Physical condition.....	1	0	1
Pink eye.....	27	2	29
Ringworm.....	197	11	208
Scabies.....	88	0	88
Scarlet fever (suspect).....	61	1	62
Tonsillitis (acute).....	24	3	27
Tuberculosis (suspect).....	0	1	1
Ulcer.....	2	0	2
Unvaccinated.....	64	52	116
Whooping cough.....	21	0	21
Total.....	1,553	1,436	2,989

## PHYSICAL EXAMINATION OF FIRST-GRADE AND KINDERGARTEN PUPILS

Two thousand six hundred and fourteen kindergarten and first-grade pupils were examined during the year at the following schools:

Bancroft.	Eaton.	Greenleaf.
Bryan.	Eckington.	Birney.
Brown.	Edmonds.	Burrville.
Buchanan.	Emory.	Cordozo.
Burroughs.	Fairbrother.	Cleveland.
Carbery.	Fillmore.	Garrison.
Conduit Road.	Force.	Giddings.
Columbia Heights.	Franklin.	Miner Normal.
Corcoran.	Gage.	Old Bell.
Cranch-Tyler.	Gales.	
Deat.	Grant.	

Two thousand three hundred and ninety-three, or 91.5 per cent, of these pupils were found to have physical defects. This is an average of 2.32 defects per pupil. The outstanding defects found were defective teeth, 60.8 per cent; enlarged tonsils, 47.6 per cent; enlarged cervical glands, 25.1 per cent; poor nutrition, 21.2 per cent; defective nasal breathing, 20.1 per cent; defective vision, 11.2 per cent; orthopedic defect, 7.8 per cent; nervous system defect, 4.9 per cent; speech defect, 4.8 per cent; pulmonary diseases, 3.8 per cent; defective hearing, 2.6 per cent; cardiac diseases, 1.2 per cent.

It is evident from these findings that a large percentage of the pupils entering the public schools in the first grade and kindergarten are seriously handicapped by physical defects urgently in need of correction. With a limited number of medical inspectors, it is only possible to give a thorough physical examination to a small proportion of those entering school. It is urgent that additional examiners be provided and additional nurses in order that all children may be examined on entrance to school and be properly followed up for the correction of physical defects.

A table of the detailed findings of the examination of first-grade and kindergarten pupils follows:

*Physical examination of kindergarten and first-grade pupils, school year 1924-25*

	White			Colored			Total	Percentage
	Kinder-garten	First grade	Total	Kinder-garten	First grade	Total		
Number of pupils examined.....	483	1,342	1,825	205	584	789	2,614	-----
Number of pupils with defects.....	429	1,219	1,648	187	558	745	2,393	91.5
Number of pupils with no defects.....	54	123	177	18	26	44	221	8.4
Defects found.....	1,078	3,395	4,473	404	1,195	1,599	6,072	232.2
1. Nutrition.....	88	307	395	36	124	160	555	21.2
2. Anemia.....	8	60	68	31	95	126	194	7.4
3. Vision.....	33	166	199	19	75	94	293	11.2
4. Crossed eyes.....	1	6	7	2	8	10	17	.6
5. Other diseases of eyes.....	1	17	18	4	18	22	40	1.5
6. Hearing.....	11	24	35	13	20	33	68	2.6
7. Discharging ear.....	3	11	14	2	1	3	17	.6
8. Defective nasal breathing.....	141	299	440	25	63	88	528	20.1
9. Chronic nasal catarrh.....	36	61	97	12	25	37	134	5.1
10. Enlarged tonsils.....	238	726	964	74	207	281	1,245	47.6
11. Defective teeth.....	258	908	1,166	95	331	426	1,592	60.8
12. Enlarged glands.....	143	431	574	23	61	84	658	25.1
13. Pulmonary diseases.....	20	77	97	0	3	3	100	3.8
14. Cardiac diseases.....	9	24	33	6	13	19	52	1.2
15. Skin and parasitic.....	11	43	54	10	31	41	95	3.6
16. Orthopedic.....	35	138	173	2	9	11	184	7.0
17. Nervous system.....	6	30	36	31	61	92	128	4.9
18. Speech defect.....	31	48	79	16	32	48	127	4.8
19. Hernia.....	1	3	4	1	1	2	6	.2
20. Other ailments.....	4	16	20	2	17	19	39	1.4
Total.....	1,078	3,395	4,473	404	1,195	1,599	6,072	232.2

## PHYSICAL EXAMINATION OF TEACHING APPLICANTS

One thousand two hundred and thirteen teaching applicants and applicants for admission to the normal school were given a thorough physical examination, and 175 reexaminations were made of these applicants. Of the 1,213 applicants, 343, or 28.2 per cent, were passed; 750, or 61.8 per cent, were passed conditionally; 113, or 9.3 per cent, were rejected temporarily; and 7, or 0.5 per cent, were rejected permanently.

Of the reexaminations, 155, or 88.5 per cent, were passed; 16, or 9.1 per cent, were passed conditionally; 1, or 0.5 per cent, were rejected temporarily, and 3, or 1.7 per cent, were rejected permanently.

The outstanding defects found were: Defective teeth, 43.8 per cent; defective vision, 24.3 per cent; defective nutrition, 22.5 per cent; diseased tonsils, 10.3 per cent; cardiac diseases, 8.1 per cent; orthopedic defects, 7.2 per cent; nervous diseases, 6.9 per cent; skin diseases, 2.6 per cent, and pulmonary diseases, 1.6 per cent. The average number of defects found was 1.69.

In view of the fact that correction of remedial defects is required before permanent positions are given these applicants, these examinations have been of great value in raising the health standard in the normal school and of all teachers entering the school service.

The detailed results of the examinations follow:

*Results of examinations of applicants for teaching positions and applicants for admission to normal schools, school year 1924-25*

	Applicants for teaching positions	Percent-age	Applicants for admission to normal schools	Percent-age	Total teaching and normal applicants	Percent-age
Number of examinations.....	697		516		1,213	
Number of reexaminations.....	68		107		175	
Total examinations.....	765		623		1,388	
Original examinations:						
Passed.....	254	36.4	89	17.2	343	28.2
Passed conditionally.....	350	50.2	400	77.3	750	61.8
Rejected temporarily.....	92	13.2	21	4.1	113	9.3
Rejected permanently.....	1	.1	6	1.1	7	.5
Reexaminations:						
Passed.....	58	85.3	97	90.6	155	88.5
Passed conditionally.....	8	11.7	8	7.4	16	9.1
Rejected temporarily.....	2	2.9	1	.9	1	.5
Rejected permanently.....					3	1.7

## PHYSICAL DEFECTS FOUND IN ABOVE CASES

Nutrition.....	153	22.3	117	22.6	273	22.5
Anemia.....			2	.3	2	.1
Vision.....	126	18.0	169	32.7	295	24.3
Crossed eyes.....	3	.4			3	.2
Hearing.....	5	.7	3	.5	8	.6
Defective nasal breathing.....	4	.5	2	.3	6	.4
Chronic nasal catarrh.....	7	1.0	3	.5	10	.8
Enlarged tonsils.....	81	11.6	45	8.7	126	10.3
Teeth.....	256	36.7	276	53.4	532	43.8
Enlarged glands.....	69	9.9	54	10.4	123	10.1
Pulmonary.....	12	1.7	8	1.5	20	1.6
Cardiac.....	59	0.8	40	7.7	99	8.1
Skin and parasitic.....	15	2.1	17	3.2	32	2.6
Orthopedic.....	30	4.3	58	11.0	88	7.2
Nervous system.....	43	6.1	41	7.9	84	6.9
Speech.....	3	.4			3	.2
Other ailments.....	214	30.7	149	27.1	354	29.1
Total.....	1,083	155.3	975	188.9	2,058	169.6

## MENTALLY RETARDED PUPILS

One hundred and thirty-eight retarded pupils were examined mentally and physically to determine the advisability of segregation in atypical schools; 60.8 per cent of these were recommended for transfer to atypical schools, 35.5 per cent were recommended not to be transferred to atypical schools, and 3.6 per cent were recommended to be excluded as noneducable.

Many of these children were seriously handicapped by physical defects, an average of 3 defects per child being found. The percentage of individual physical defects found is given in the following table, but it is of special interest to note that 26.8 per cent were suffering from a speech defect, 8.7 per cent from a hearing defect, and 16.6 per cent were suffering from defects in the nervous system.

It might be noted also that 16.6 per cent were suffering from defective vision.

All of these pupils were followed up for the correction of the physical defects by the school nurses.

The following table gives the detailed results of the examination of these pupils.

*Results of examination of mentally retarded pupils, school year 1924-25*

[Number examined, 138]

	Physical defects	Percent- ages		Physical defects	Percent- ages
Nutrition.....	30	21.7	Nervous system.....	23	16.6
Anemia.....	9	6.5	Speech defect.....	37	26.8
Vision.....	23	16.6	Hernia.....	1	.7
Crossed eyes.....	6	4.3	Other ailments.....	19	13.7
Other eye diseases.....	3	2.2	Total.....	416	-----
Hearing.....	12	8.7	RECOMMENDATIONS		
Defective nasal breathing.....	38	27.5	Transfer to atypical schools.....	84	60.8
Chronic nasal catarrh.....	14	10.1	Not to be transferred to atypi- cal schools.....	49	35.5
Enlarged tonsils.....	52	37.6	Exclusions as noneducable.....	5	3.6
Defective teeth.....	77	55.8	Total.....	138	-----
Enlarged glands.....	41	29.7			
Pulmonary disease.....	7	5			
Cardiac disease.....	3	2.2			
Skin and parasitic.....	10	7.2			
Orthopedic.....	11	8			

**EXAMINATION OF APPLICANTS FOR CHILD-LABOR PERMITS**

Five hundred and sixty pupils were examined at the child-labor office and fifty-four reexaminations were made during the year. Examinations were made three times weekly throughout the year, beginning at 2 p. m. on Mondays, Wednesdays, and Fridays. Applicants were not given permanent permits until all physical defects had been corrected. This requirement has greatly raised the health standard of pupils entering industry under child-labor permits.

A summary of this work follows:

*Physical examination of applicants for child-labor permits, school year 1924-25*

## VISION TESTS

A preliminary examination of the vision of all pupils was made by teachers during the year and all who failed with either eye to read the Snellen test types in the normal line at 20 feet were referred for further examination to the medical inspectors of schools. As a result, a very high percentage of the school enrollment were given individual eye examinations by the medical inspectors of schools. The results, stated in percentages, showed that on the basis of a test by the Snellen test type alone 68.2 per cent of the pupils have normal vision in one or both eyes, and 31.8 per cent have defective vision. Two and four one-hundredths per cent of those examined have vision less than four-tenths; the actual number of these cases found having extremely defective vision being 1,068.

During the time that these tests were in progress the Public Health Service has been conducting research work in the vision of school children and have examined under a mydriatic the vision of a large number of children whose parents gave written consent. The investigation has not been completed and the results are not yet available, but it has been found that a fair proportion of those pupils who test 20-20 with the Snellen test type are really suffering from eye strain and can frequently read only 20-70 or less when examined under a mydriatic.

The yearly testing of the vision of school children should continue, and further research is needed to show what measures are adequate and what precautions are necessary to fully protect the vision of school pupils.

The table giving the detailed findings in the eye examinations follow:

*Vision tests, school year 1924-25*

	Number of pupils	Percent- age
Number examined-----	52,217	-----
Normal vision:		
Both eyes-----	29,686	58.8
One eye only-----	5,982	11.3
Total normal vision, one or both eyes-----	35,618	68.2
Defective vision, 8-10 to 4-10-----	15,531	29.7
Defective vision less than 4-10-----	1,068	2.04
Total defective vision-----	16,599	31.8

## DIPHTHERIA IMMUNIZATION

The health department continued to offer to test the immunity against diphtheria of school pupils whose parents gave consent and to immunize those found to be susceptible. This work was done entirely by employees of the health department.

Two thousand six hundred and fifty-five pupils in 17 different schools or school groups were given the Schick test. Of these pupils tested, 2,287, or 86.1 per cent, were found to be susceptible to diphtheria and 368, or 13.8 per cent, were immune. The pupils found to be susceptible were immunized with toxin-antitoxin, except in a limited number of cases, where other illnesses or absences from school prevented the completion of the work.

The following table gives the statistical details of the work:

*Diphtheria immunization, school year 1924-25*

Name of school	Number given Schick test	Number found to be susceptible	Number not sus- ceptible	Name of school	Number given Schick test	Number found to be sus- ceptible	Number not sus- ceptible
Adams-----	85	76	9	Maury-----	111	73	38
Bradley-----	126	99	27	Miner Normal-----	89	69	20
Brightwood Park-----	147	116	31	Park View-----	281	259	22
Brookland-----	130	110	20	Peabody-Hilton-----	334	291	63
Gage-----	54	49	5	Petworth-----	432	405	27
Hubbard-----	139	139	-----	Takoma Park-----	187	159	28
Jackson-----	44	44	-----	Wallach-----	123	91	32
Johnson-Powell-----	102	87	15	Total-----	2,655	2,287	368
Kingsman-----	99	87	12	Percentages-----	-----	86.1	13.8
Langdon-----	152	133	19				

## NUTRITION CLINICS AND "WEIGHT STUDY" CLASSES

Twenty-one nutrition clinics (16 white and 5 colored) and 20 weight study classes (3 white and 17 colored) were held in the public schools during the year. These classes were operated in cooperation by a number of different classes of workers, the main work being done by the teachers of domestic science and home economics under Miss Jacobs in part of the white schools, the teachers of physical training under Miss Turner in the colored schools, and by nutrition workers employed by the Association for the Prevention of Tuberculosis in certain other schools. Supplies, blanks, and literature were furnished by the tuberculosis association.

The school nurses followed up the physical defects found in pupils attending nutrition classes, and the medical inspectors made the physical examinations. The enrollment in the nutrition clinics was 340 pupils (230 white and 110 colored) and the percentage of gain attained was 205.4. The enrollment in the "weight study" classes was 868 (100 white and 768 colored) and the percentage of gain attained was 120.5. Eleven pupils in the nutrition classes attained normal weight in the 20 weeks and 30 pupils in the "weight study" classes attained normal weight during that period.

As a result of the instruction to pupils and parents given by Miss Jacobs, Miss Turner, their assistants, and the nutrition workers from the tuberculosis association, a large percentage of the 1,208 pupils have been stimulated to work to attain sound health and have practiced better health and food habits, and many have had physical defects corrected. Practically all have gained more than the normal expected increase in weight.

The following tables give the statistics in detail in regard to the nutrition and "weight study" classes:

Nutrition clinics, school year 1924-25

	White		Colored		Total	Aver-
	Total	Average	Total	Average		
Number of classes.....	10		5		15	
Number of weeks clinic ran.....	205	20.5				
Number of meetings.....	208	20.8				
Number of pupils.....	230	23	110	22	340	22.6
Number of graduates.....	7	.7	4	.8	11	.73
Number who gained.....	226	22.6	105	21	331	22
Number who lost.....	2	.2	3	.6	5	.3
Total number of pounds gained.....	1,280.9	128	810.4	162	2,091.3	139.5
Average pounds gained per pupil.....		4.93		7.36		6.1
Total pounds expected gain.....	680.5	68	337.4	67.4	1,017.9	67.8
Average expected gain per pupil.....		2.95		3.06		2.99
Percentage of gain for class.....	188.2		240.1		205.4	
Total pounds underway at start of clinic.....	2,285	228.5	1,049.9	209.9	3,334.9	222.3
Total pounds lost during clinic.....	1.3	1	4.7	.9	6	.3
Actual attendance of parents.....	899	89.9	54	10.8	953	63.5
Expected attendance of parents.....	3,666	366.6	1,720	342	4,386	292.4
Physical defects present.....	221	22.9	191	38.2	412	27.4
Physical defects corrected.....	83	8.3	110	22	193	12.8
Physical defects under treatment.....	26	2.6	41	8.2	67	4
Faulty health habits present.....	200	20	564	112.8	764	50.9
Faulty health habits improved.....	113	11.3	471	94.2	584	38.9

*Weight study classes, school year 1924-25*

	White		Colored		Total	Average
	Total	Average	Total	Average		
Number of classes.....	3		17		20	
Number of weeks clinic ran.....	46	15.3	355	20.8	401	20
Number of meetings.....	42	14				
Number of pupils.....	100	33.3	768	45.1	868	434
Number of graduates.....	13	4.1	17	1	30	1.5
Number who gained.....	86	28.2	704	41.4	790	33.5
Number who lost.....	5	1.6	55	3.1	60	3
Total number of pounds gained.....	457.2	152.4	2,735.9	160.9	3,193.1	159.6
Average pounds gained per pupil.....	4.5		3.88		3.67	
Total pounds expected gain.....	301.9	100.6	2,346	138	2,647.9	132.3
Average expected gain per pupil.....	2.8	2.8	3.05	3.05	3.05	
Percentage of gain for class.....	131.4		116.6		120.5	
Total pounds underweight at start of clinic.....	568.5	189.5	7,914.4	465.5	8,482.9	424.1
Total pounds lost during clinic.....	7.3	2.4	86.3	5.07	93.6	4.6
Number improving health habits.....	94	33.3	669	39.3		
Number of corrections of physical defects.....			129	7.5		

## WORK OF DENTAL INSPECTORS

Nineteen thousand three hundred and ninety-one pupils were examined by the dental inspectors during the year; of these, 22.4 per cent were found to have no dental defects, the average number of defects found among all pupils examined being 1.59 carious teeth per pupil.

The dental inspection of schools has been made by the same personnel for over four years. The reduction in the percentage of pupils having carious teeth and the average number of carious teeth per pupil has been very marked in this period.

The following statistics are quoted from the annual reports of the chief medical and sanitary inspector of schools, beginning 1918-19.

School year	Number of pupils examined	Percentage of pupils having carious teeth	Average number of carious teeth per pupil
1918-19.....			3.72
1919-20.....	14,314	90.7	3.56
1920-21.....	13,474	89.6	2.78
1921-22.....	19,118	87.0	2.95
1922-23.....	18,872	82.04	2.42
1923-24.....	18,704	77.8	2.22
1924-25.....	19,391	77.6	1.59

It is believed that this progressive production in the percentage of pupils having carious teeth and the average number of carious teeth per pupil is due to the cumulative effect of the work being done in the dental clinics. The number of pupils receiving treatment at dental clinics includes pupils from all the schools of the District, and when an examination is made of 19,391 pupils a certain percentage of this number will be among the group of from three to four thousand who have received treatment at the dental clinics each year. Four thousand one hundred and seventy-seven pupils were treated this year at these clinics. A reduction of from 90.7 per cent to 77.6 per cent in the percentage of pupils having carious teeth and from an average of 3.72 to 1.59 in the number of carious teeth per pupil is a remarkable evidence of the success of the dental clinics in improving the general health of the school children of Washington, D. C.

It is believed that there will be still further reduction in dental disease if the number of dental clinics may be increased. Each clinic has a large waiting list of applicants for treatment which may not be reached with the present facilities.

The statistical table showing the work of the dental inspectors follows:

*Work of dental inspectors, school year 1924-25*

	White	Colored	Total	Percentage		Total
				White	Colored	
Pupils examined.....	14,916	4,475	19,391			
Pupils having no dental defects.....	3,484	856	4,340	23.3	19.1	22.4
Pupils having unclean teeth.....	3,850	2,503	6,353	25.8	55.9	32.2
Pupils not properly using toothbrush.....	3,040	2,503	5,543	21.0	55.9	28.5
Pupils having unhealthy gums.....	46	47	93	.3	1.0	.4
Pupils having pyorrhea.....	10	22	32	.06	.4	.1
Pupils needing teeth regulated.....	692	49	741	4.6	1.0	3.8
Pupils having alveolar abscesses.....	1,281	45	1,326	8.5	1.0	6.8
Pupils having permanent teeth missing.....	1,641	506	2,147	11.0	11.3	11.0
Pupils requesting treatment at dental clinics.....	2,514	506	3,020	16.8	11.3	15.5
Pupils promising treatment by private dentist.....	3,612	291	3,903	24.2	6.5	20.1
Cavities, filling recommended.....	13,754	5,948	19,702	92.2	132.9	101.0
Permanent teeth.....	11,865	5,776	17,641	79.5	129.0	90.9
Temporary teeth.....	1,899	172	2,061	12.6	3.8	10.6
Cavities, extractions recommended.....	7,993	3,196	11,189	53.5	71.4	57.7
Permanent teeth.....	1,823	519	2,342	12.2	11.6	12.0
Temporary teeth.....	6,170	2,677	8,847	41.3	59.7	45.6
Total cavities.....	21,747	9,144	30,891	145.7	204.3	159.3
Permanent teeth.....	13,688	6,295	19,983	91.7	140.6	103.0
Temporary teeth.....	8,059	2,849	10,908	54.0	65.8	51.0
Permanent and temporary teeth.....	21,747	9,144	30,891	145.7	204.3	159.3
Examination of applicants for normal and teaching positions.....	618	-----	618	-----	-----	-----

**WORK OF DENTAL PROPHYLACTIC OPERATORS**

Six thousand seven hundred and eighty-four pupils were given prophylactic dental treatment by the four prophylactic operators during the year. These operators are employed full time and work throughout the year. They not only do prophylactic work in the mouths of the pupils and thus prevent dental disease, but they also instruct pupils in oral hygiene. A larger number of dental prophylactic operators are needed to more adequately cover the field.

**WORK OF DENTAL OPERATORS**

Four thousand one hundred and seventy-seven pupils were treated at the four dental clinics during the year; 10,549 fillings, 4,102 extractions, 11,474 other operations, and 782 anesthetics were performed.

The average amount of work done for each pupil was as follows:

2.52 fillings per pupil.

0.98 extractions per pupil.

2.74 other operations per pupil.

0.18 anesthetics per pupil.

6.44 total operations and anesthetics per pupil.

One thousand dollars is appropriated for the equipment and supplies at the four dental clinics. This amount is used to supply not only the dental clinics but the four dental prophylactic operators and the material used by the four dental inspectors. Considering the large amount of work done, this appropriation is utterly inadequate. Not only should the appropriation for equipment and supplies for dental work and dental inspection be increased but the number of clinics should be doubled.

A detailed summary of the work done at the dental clinics follows:

*Work of school dental clinics, school year 1924-25*

	White	Colored	Total
<b>Patients:</b>			
Number of new patients.....	2,693	1,484	4,177
Number of revisits.....	6,206	1,051	7,259
Total number of sittings.....	8,901	2,535	11,436
Number of cases completed.....	1,583	1,567	3,150
<b>Fillings:</b>			
Amalgam.....	3,344	2,507	5,851
Amalgam, oxyphosphate.....	230	6	236
Oxyphosphate, copper or silver.....	547	307	854
Gutta-percha.....	1,034	181	1,215
Zinc oxide.....	1,152	630	1,782
Synthetic porcelain.....	451	33	484
Copper amalgam.....	127		
<b>Extractions:</b>			
Permanent teeth.....	254	189	443
Temporary teeth.....	2,476	1,183	3,659
<b>Other operations:</b>			
Treatment, medicinal.....	2,850	2,439	5,289
Pulp capped.....	98	153	251
Pulp extirpated.....	134	74	208
Silver nitrate.....	2,487	109	2,596
Root canal filled.....	127	32	159
Abscess lanced.....	200	67	267
Cavity preparation.....	1,130		1,130
Filing and polishing.....	740		740
Prophylaxis.....	834		834
<b>Anesthetics:</b>			
Local.....	398	228	626
Conductive.....	156		156
<b>Summary:</b>			
Total number of fillings.....	6,885	3,664	10,549
Total number of extractions.....	2,730	1,372	4,102
Total number of other operations.....	8,600	2,874	11,474
Total number of anesthetics.....	554	228	782
Total.....	18,769	8,138	26,907

WORK OF SCHOOL NURSES

Ten thousand five hundred and five pupils with sixteen thousand six hundred and ninety-four defects were handled by the school nurses during the year. Of these, 27.8 per cent were cured, 1.8 per cent improved, 15.6 per cent had treatment instituted, and 1.1 per cent refused cooperation; 51.55 per cent of all defects reported were completed, and 48.44 per cent of the defects reported were remaining at the end of the year.

In addition to the following up of pupils for the correction of physical defects, the nurses devoted a great deal of time to the assisting of medical inspectors in the physical examination of pupils, normal-school applicants, and applicants for teaching positions. The nurses work full time, but the volume of work is such that nearly 50 per cent of the cases referred are remaining at the end of the year. A larger corps of nurses is urgently needed.

The details of the work of the school nurses is given in the following table:

*Work of school nurses, school year 1924-25*

	White	Colored	Total
Cases:			
Number referred.....	8,068	2,487	10,555
Completed.....	4,521	1,425	5,946
Remaining on hand.....	3,547	1,062	4,609
Taken to clinics.....	2,416	1,060	3,476
Defects:			
Number referred.....	12,764	3,930	16,694
Completed (finished cases).....	6,768	1,838	8,606
Remaining on hand.....	5,996	2,092	8,088
Visits:			
To schools.....	4,072	1,382	5,454
To homes.....	4,672	1,716	6,388
To clinics.....	809	527	1,336
To cooperative agencies.....	517	154	671
Consultations:			
With teacher.....	8,023	2,309	10,332
With parents.....	6,707	2,371	9,078
With pupils.....	32,622	4,721	37,343

## CLASSIFIED PHYSICAL DEFECTS FOUND IN ABOVE CASES

Nutrition.....		675	310	985
Anæmia.....		156	211	367
Vision.....	2,505	702	3,207	
Crossed eyes.....		49	16	65
Other eye diseases.....		142	70	212
Hearing.....		130	49	179
Discharging ear.....		57	13	70
Defective nasal breathing.....	1,109	245	1,354	
Chronic nasal catarrh.....		194	58	252
Enlarged tonsils.....	2,093	574	2,667	
Defective teeth.....	2,577	1,124	3,701	
Enlarged glands.....		845	111	956
Pulmonary disease.....		193	6	199
Cardiac disease.....		68	39	107
Skin and parasitic.....		826	113	939
Orthopedic.....		219	18	237
Nervous system.....		99	128	227
Speech defect.....		148	58	206
Hernia.....		12	3	15
Other ailments.....		667	82	749
Total.....		12,764	3,930	16,694

*Analysis of defects handled by school nurses, school year 1924-25*

	Number of defects referred	Cured	Improved	Treatment instituted	No treatment necessary	Moved	Cooperation refused	White, completed	Colored, completed	Total defects completed	Defects remaining
Nutrition.....	985	43	68	269	42	11	320	113	433	552	
Anæmia.....	367	3	49	73	7	5	72	65	137	230	
Vision.....	3,207	733	24	665	122	163	34	1,296	445	1,741	1,466
Crossed eyes.....	65	13	1	10	3	2	24	5	29	36	
Other eye diseases.....	212	119	5	26	1	3	109	45	154	158	
Hearing.....	179	6	19	39	7	3	61	13	74	105	
Discharging ear.....	70	21	10	16	0	0	43	4	47	23	
Defective nasal breathing.....	1,354	435	2	146	3	76	15	557	120	677	677
Chronic nasal catarrh.....	252	25	15	41	20	13	101	13	114	138	
Enlarged tonsils.....	2,667	543	9	326	3	150	43	855	219	1,074	1,593
Defective teeth.....	3,701	1,355	7	428	1	144	41	1,359	618	1,977	1,724
Enlarged glands.....	956	83	19	142	42	12	280	18	298	658	
Pulmonary.....	199	19	15	94	4	4	133	3	136	63	
Cardiac.....	107	1	10	34	0	0	29	16	45	62	
Skin and parasitic.....	939	754	11	38	14	4	763	58	821	118	
Orthopedic.....	237	5	2	64	25	2	70	8	78	159	
Nervous.....	227	6	17	43	4	2	51	21	72	155	
Speech defect.....	206	5	4	47	8	3	64	3	67	139	
Hernia.....	15	6	0	5	0	0	10	1	11	4	
Other ailments.....	749	468	19	125	6	3	571	50	621	128	
Total.....	16,694	4,643	306	2,631	129	696	200	6,768	1,838	8,606	8,088
Percentages.....		27.8	1.8	15.6	0.7	4.1	1.1		51.55	48.44	

A detailed summary of the work done at the dental clinics follows:

*Work of school dental clinics, school year 1924-25*

	White	Colored	Total
<b>Patients:</b>			
Number of new patients.....	2,693	1,484	4,177
Number of revisits.....	6,206	1,051	7,259
Total number of sittings.....	8,901	2,535	11,436
Number of cases completed.....	1,583	1,567	3,150
<b>Fillings:</b>			
Amalgam.....	3,344	2,507	5,851
Amalgam, oxyphosphate.....	230	6	236
Oxyphosphate, copper or silver.....	547	307	854
Gutta-percha.....	1,034	181	1,215
Zinc oxide.....	1,152	630	1,782
Synthetic porcelain.....	451	33	484
Copper amalgam.....	127		
<b>Extractions:</b>			
Permanent teeth.....	254	189	443
Temporary teeth.....	2,476	1,183	3,659
<b>Other operations:</b>			
Treatment, medicinal.....	2,850	2,439	5,289
Pulp capped.....	98	153	251
Pulp extirpated.....	134	74	208
Silver nitrate.....	2,487	109	2,596
Root canal filled.....	127	32	159
Abscess lanced.....	200	67	267
Cavity preparation.....	1,130		1,130
Filing and polishing.....	740		740
Prophylaxis.....	834		834
<b>Anesthetics:</b>			
Local.....	398	228	626
Conductive.....	156		156
<b>Summary:</b>			
Total number of fillings.....	6,885	3,664	10,549
Total number of extractions.....	2,730	1,372	4,102
Total number of other operations.....	8,600	2,874	11,474
Total number of anesthetics.....	554	228	782
Total.....	18,769	8,138	26,907

#### WORK OF SCHOOL NURSES

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	White	Colored	Total
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Completed	4,521	1,425	5,946
Remaining on hand	3,547	1,062	4,609
Taken to clinics	2,416	1,060	3,476
Defects:			
Number referred	12,764	3,930	16,694
Completed (finished cases)	6,768	1,838	8,606
Remaining on hand	5,996	2,092	8,088
Visits:			
To schools	4,072	1,382	5,454
To homes	4,672	1,716	6,388
To clinics	809	527	1,336
To cooperative agencies	517	154	671
Consultations:			
With teacher	8,023	2,309	10,332
With parents	6,707	2,371	9,078
With pupils	32,622	4,721	37,343

## CLASSIFIED PHYSICAL DEFECTS FOUND IN ABOVE CASES

	675	310	985
Nutrition	156	211	367
Anæmia	2,505	702	3,207
Vision	49	16	65
Crossed eyes	142	70	212
Other eye diseases	130	49	179
Hearing	57	13	70
Discharging ear	1,109	245	1,354
Defective nasal breathing	194	58	252
Chronic nasal catarrh	2,093	574	2,667
Enlarged tonsils	2,577	1,124	3,701
Defective teeth	845	111	956
Enlarged glands	193	6	199
Pulmonary disease	68	39	107
Cardiac disease	826	113	939
Skin and parasitic	219	18	237
Orthopedic	99	128	227
Nervous system	148	58	206
Speech defect	12	3	15
Hernia	667	82	749
Other ailments			
Total	12,764	3,930	16,694

## Analysis of defects handled by school nurses, school year 1924-25

	Number of defects referred	Cured	Improved	Treatment instituted	No treatment necessary	Moved	Cooperation refused	White, completed	Colored, completed	Total defects completed	Defects remaining
Nutrition	985	43	68	269	—	42	11	320	113	433	552
Anæmia	367	3	49	73	—	7	5	72	65	137	230
Vision	3,207	733	24	665	122	163	34	1,296	445	1,741	1,466
Crossed eyes	65	13	1	10	—	3	2	24	5	29	36
Other eye diseases	212	119	5	26	—	1	3	109	45	154	58
Hearing	179	6	19	39	—	7	3	61	13	74	105
Discharging ear	70	21	10	16	—	0	0	43	4	47	23
Defective nasal breathing	1,354	435	2	146	3	76	15	557	120	677	677
Chronic nasal catarrh	232	25	15	41	—	20	13	101	13	114	138
Enlarged tonsils	2,667	543	9	326	3	150	43	855	219	1,074	1,593
Defective teeth	3,701	1,355	7	428	1	144	41	1,359	618	1,977	1,724
Enlarged glands	956	83	19	142	—	42	12	280	18	298	658
Pulmonary	199	19	15	94	—	4	4	133	3	136	63
Cardiac	107	1	10	34	—	0	0	29	16	45	62
Skin and parasitic	939	754	11	38	—	14	4	763	58	821	118
Orthopedic	237	5	2	64	—	25	2	70	8	78	159
Nervous	227	6	17	43	—	4	2	51	21	72	155
Speech defect	206	5	4	47	—	8	3	64	3	67	139
Hernia	15	6	0	5	—	0	0	10	1	11	4
Other ailments	749	468	19	125	—	6	3	571	50	621	128
Total	16,694	4,643	306	2,631	129	696	200	6,768	1,838	8,606	8,088
Percentages	27.8	1.8	15.6	0.7	4.1	1.1	—	—	51.55	48.44	—

## RECOMMENDATIONS

In submitting the following recommendations, attention is invited to the fact that they are similar to those presented in several former reports, but as the objects sought have not yet been obtained, the recommendations are resubmitted.

They are as follows:

- (1) The continuation and extension of the systematic physical examination of all pupils entering school, with adequate follow-up to secure the correction of all physical defects.
- (2) The establishment of four additional dental clinics.
- (3) An increase in the force of medical inspectors, nurses, dental operators, and dental hygienists.
- (4) Provision for adequate transportation for school nurses.
- (5) Provision for an adequate allowance for postage and miscellaneous printing and supplies for medical inspection service.
- (6) Clerical assistance for the chief medical and sanitary inspector.
- (7) The provision of scales for the weighing of pupils in every school building.
- (8) The continuation and operation of nutrition clinics and weight-study classes.
- (9) The continuation and extension, as well as organization under the control of the school officials, of the serving of milk lunches in schools.

JOSEPH A. MURPHY, M. D.,  
*Chief Medical and Sanitary Inspector of Schools.*

## REPORT OF THE DIRECTOR OF COMMUNITY CENTERS

To the SUPERINTENDENT OF SCHOOLS.

SIR: The fiscal year just ended has been a most important one from a community-organization standpoint. The community-center work has been excellent in quality and in continuity of activities.

In addition to special entertainments and programs, and in addition to the community uses of school buildings by outside organizations, there have been about 212 clubs and other groups meeting regularly each week in the 17 community centers. These clubs and groups expressed themselves in the following activities:

Dramatic clubs and groups	11
Social clubs	17
Rhythm clubs and classes	13
Language clubs and classes	11
Industrial arts, handwork, and home-economics clubs and groups	42
Athletic clubs and groups	53
Other clubs and groups, including musical organizations, public speaking, parliamentary-law groups, etc.	65
Total	212

All of the activities in the community centers were either civic, educational, recreational, or social. They were participated in by adults, youth, and children. Community pageantry, dramatics, and programs civic in nature have been especially stressed during the fiscal year just ended.

There has been a fine spirit of cooperation and a very deep and most active interest displayed by the employees of the department and by the community-center council and the various advisory committees.

## CONDITION OF BUILDINGS

Extra supplies for cleaning and lighting buildings have been furnished to the janitors and engineers, not only for the regular community center activities but also for the special uses of community center buildings by outside organizations. The community center appropriation has also provided during the fiscal year just ended valuable athletic equipment for six buildings, including punching bags, basket-ball goals, and wire guards for lights and playroom windows. Each of the following buildings has received some of the equipment just mentioned: Dunbar High, Cleveland, Phillips, Burrville, Birney,

and Lovejoy. Spotlights have been purchased for the Central High where the day schools as well as the community centers conduct dramatic activities. Two new cyclorama curtains have been installed, one at the Central High and one at the southeast center, Hine Junior High School. Other smaller purchases of equipment valuable both to the day schools and the community centers have been made possible by the community center appropriation.

#### OUTSTANDING FEATURES OF THE YEAR, CITY WIDE IN CHARACTER

*Summer seasons at Central High and Dunbar High centers.*—The swimming pool at the Central High center was in need of repair last summer, so that for the first time in several years the usual program of swimming and diving and instruction in these activities could not be carried on. The pool at the Dunbar High center, however, was opened regularly for community swimming. Instruction in swimming and diving was carried on to advantage, many learning to swim as a result of this activity. The tennis courts at the Central High were opened regularly to the community and free instruction in the game was provided. There were band concerts and educational motion pictures each week in the stadium at Central High. The motion pictures were furnished by the Government departments and familiarized the public with the activities of the various departments of the Federal Government.

*A living community Christmas tree for the District of Columbia.*—An appropriate program was arranged for Christmas Eve by the community center department, when President Coolidge accepted a 35 foot living spruce as the community Christmas tree for the District of Columbia. The tree was presented through the American Forestry Association and was a gift of the Amawalk Nurseries of New York State. The executive committee, of which the director of the community center department was chairman, raised a considerable sum, sufficient to lay a permanent conduit to electrically light the tree each Christmas and also to purchase colored bulbs and streamers as permanent electric equipment for the tree.

*The School for Scandal, an expression of community dramatics and a civic social affair.*—Sheridan's classic comedy, *The School for Scandal*, was presented at both the Central High and east Washington centers under the direction of Marie Moore Forrest, director of drama and pageantry, community center department. Two casts were trained at the same time so that about 25 persons received excellent dramatic training while the play was in rehearsal. The women's parts were chosen by competitive try out so that any resident of the city particularly interested in dramatic activities had an opportunity to participate. Persons of talent from the adult dramatic clubs of the local community centers and from outstanding dramatic organizations of the city were also chosen. The performances were splendid in the quality of dramatic work. To the performance at Central High, city and school officials, Members of Congress, and presidents of citizens' associations were invited as honor guests. A community reception was held just before the dramatic presentation. In the receiving line were members of the advisory committee for the Central High center, the president of the Federation of Citizens' Associations, and officers of the community center department. About 2,000 of the invited guests attended.

*Reception at Dunbar High center during inaugural week.*—The next activity of the community center department, city wide in character, was the reception, dance, and banquet given at the Dunbar High center on the evening of March 5. This was during inaugural week, and visitors to the Capital attending the inauguration of President Coolidge were the honor guests. There were 1,500 persons present.

*Industrial exhibit.*—From March 21 to 28, inclusive, the public schools held an industrial exhibit at the Washington Auditorium under the auspices of the Washington Chamber of Commerce. The community center department had an exhibit of handwork from the various community centers. Samples of the following handwork activities were on display: Lamp-shade making, upholstering, recaning of chairs, carpentry, mattress making, millinery, dressmaking, quilt making, plain sewing, art needlework, raffia work, stenciling, silk and paper flower making, bead work, whittling work, toy making. Over 6,000 persons visited the community center exhibition. Many persons learned during this exhibit of handwork clubs which they could join.

*Celebration of Independence Day and National Defense Day on July 4.*—During the Month of June much energy was devoted to preparations for the

celebration of Independence Day and National Defense Day. This celebration was held in the stadium of the Central High community center on the evening of July 4, with an attendance of about 10,000 persons. The program was successful from a civic, patriotic, educational, and artistic standpoint. It was as follows:

#### PART I

8 to 8.30. Special concert by the United States Marine Band, Taylor Branson leading.

8.30 to 9. Patriotic message to the citizens of the District of Columbia by Edgar C. Snyder, chairman, community center council.

Oath of allegiance to the flag of the United States of America by the new citizens, native and foreign born, led by Brig. Gen. George Richards, United States Marine Corps, officially designated by the Board of Commissioners.

Presentation of a copy of the Constitution of the United States of America to each new citizen by Mr. Jesse C. Suter, president of the Federation of Citizens' Associations, District of Columbia.

Message from Hon. Cuno H. Rudolph, president of the Board of Commissioners of the District of Columbia.

"Defense Day," by Mr. Isaac Gans, chairman defense day committee, District of Columbia.

"America" (first and fourth verses), by all assembled: leader, Rollin Bond.

#### PART II

9 to 10. Historical pantomimes and marches.

March of yesterday. "Colonial March," played by the United States Marine Band.

All participants in the following pantomimic scenes took part in this march. Pantomimic scenes of colonial history:

1. Indian frontier raid, 1775.
2. Signing of the Declaration of Independence.
3. Winter at Valley Forge.
4. Benjamin Franklin at the Court of France.
5. Inauguration of General Washington as President, Federal Hall, New York, April 30, 1789.

March of to-day, in honor of the flag of the United States of America, led by companies of United States Infantry, United States Naval Air Service, and United States Marine Corps.

Civic participants:

Boy Scout and Girl Scout carrying the flag designed for the District of Columbia by the Merchants and Manufacturers' Association, District of Columbia.

Mrs. Maud Howell Smith, impersonating the District of Columbia.

Forty girls carrying large flag of the United States of America.

Marchers, led by Mrs. Florence Fenton Barnard.

"Star-Spangled Banner," by the United States Marine Band.

Fireworks.

There were about 400 participants in the pantomimic scenes and marches. About 100 persons served as active members of working committees.

*Costume wardrobe.*—As a result of the work for the July Fourth celebration, the community center department is now ready to establish a costume wardrobe. Many colonial costumes were made for the participants in the scenes of early history, and a large donation of very beautiful colonial costumes was made to the community center department by Mrs. Marie Moore Forrest, director of pageantry and drama of the department. These costumes will be kept in a central place and will be available not only for city-wide and neighborhood dramatic and pageant presentations of the community centers, but also may be loaned to high-school dramatic groups whenever possible, thus reducing the amount of the largest item in all such productions, namely, the rental of costumes. It is conservatively estimated that the community center department now owns about \$900 worth of costumes as a part of its permanent equipment, as a result of Mrs. Forrest's generous gift and from an expenditure of several hundred dollars for labor and materials which, under wise direction, provided part of the costumes for the July Fourth historic scenes, thus saving a rental of costumes item and at the same time leaving valuable costumes for future productions.

*Community opera.*—There were three community opera groups connected with the community center department during the past fiscal year. The Washington Opera Company, Edouard Albion, director, was affiliated as in former years with the Thomson center and used the facilities of that center regularly for rehearsals. Performances of several grand operas, including "Faust," "Aida," and "The Barber of Seville," were given by the Washington Opera Company at the Washington Auditorium.

The Washingtonians, Rollin Bond, director, was affiliated as previously with the Wilson Normal center, and gave two performances of the light opera, "Sweethearts," at the Central High center.

A new community opera group was developed and performances of "Pinafore" and "Martha" were given at the Central High and East Washington centers under the immediate auspices of the community center department, with Estelle Wentworth as director.

*Community instrumental classes.*—The community center department continued its cooperation with the music department in the work of the community instrumental classes, which included violin, drum, saxophone, and cornet classes, under the immediate supervision of Mrs. Laura Ward. Piano classes were planned for as a new development and successfully carried through under the direction of Miss Edith B. Athey.

#### NEIGHBORHOOD CENTER WORK

Practically all of the regular and affiliated groups of previous years were again successfully conducted in the centers, with new clubs developing in some neighborhoods. Dramatic, rhythm, athletic, and handwork activities were most popular. Very interesting and artistic programs were put on during the month of May as the culmination of the year's work.

*Visual instruction work.*—The community center slide library now consists of about 8,000 slides. The lecture sets were carefully gone over by Mrs. Edith H. Hunter. Some of the lectures were revised, some shortened, some added to, and all brought up to date.

Programs of visual instruction work were arranged for in some of the centers by Mrs. Hunter and Mrs. Rebecca J. Gray. In some of the programs an effort was made to select subjects in correlation with classroom work. Travel talks, with colored slides and music and dances of the particular country, proved to be both educational and highly entertaining. Cooperation was extended to the day school visual instruction work in the loan of slides from the community center slide library and in clerical service. Miss Collier, one of the clerks of the community center department, assisted in arranging for slide orders for the day schools on 182 subjects.

*Social dancing.*—In those centers which held community dancing during this past year very good form in dancing prevailed throughout, and the dances were closed early so that the participants found wholesome recreation near their homes.

This report would, of course, be too lengthy if an attempt was made to cover all of the activities, neighborhood and city wide, which have taken place during the fiscal year just ended. A few of the larger activities and new developments have been briefly described.

Organizations which have been granted special use of community center buildings during fiscal year ending June 30, 1925:

- Federated Employees' Protective Association.
- George Washington University.
- Prince Georges County Teachers' Association.
- United Spanish War Veterans.
- Federated Male Chorus.
- University of Maryland Athletic Board.
- Girl Scouts' Association, District of Columbia.
- Washington College of Music.
- Tenants' League.
- Kappa Alpha Psi Fraternity.
- Department of Agriculture.
- Adjusted Compensation Division, T. A. G. O.
- American Association for Advancement of Science.
- Cornell Alumni Association.
- Potomac Gardens Club.
- West End Tenants' Association.

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- Washington College of Music.
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- Kappa Alpha Psi Fraternity.
- Department of Agriculture.
- Adjusted Compensation Division, T. A. G. O.
- American Association for Advancement of Science.
- Cornell Alumni Association.
- Potomac Gardens Club.
- West End Tenants' Association.

Boy Scouts of America.  
 American Nature Association.  
 Washington Choral Society.  
 Columbia Educational Association.  
 Sheldon Choral Society.  
 College Alumni Club.  
 District of Columbia Kindergarten Association.  
 Howard University.  
 Audubon Society.  
 Grand Lodge, Independent Order of Odd Fellows.  
 Colgate Alumni Association.  
 Jewish National Fund.  
 Policemen's Association.  
 International Council of Women.  
 Woodlothians—20-year club of Woodward & Lothrop.  
 Ionic Club of Master Masons in Treasury Department.  
 Aloysius Athletic Club.  
 "War and Peace" pageant (rehearsals).  
 Phyllis Wheatley Y. W. C. A.  
 National University Law School.  
 Fire Prevention Committee of District of Columbia.  
 Washington Lodge No. 15, Benevolent and Protective Order of Elks.  
 Civil service.  
 Municipal playgrounds.  
 Maryland State Society.  
 District of Columbia Federation of Musical Clubs.  
 Missouri State Society.  
 Security Club.  
 Riggs Bank Club.

Additional parent-teacher associations, alumni associations, citizens' associations meeting in school buildings, not community centers, have been rendered various services by the community center department.

*Attendance at community centers from July 1, 1924, to June 30, 1925*

Name	Activities		Community instrumental music classes	Total attendance
	Regular	Special		
Central High.....	40,913	69,803	.....	110,716
East Washington.....	25,295	440	.....	25,735
Wilson Normal.....	20,842	3,253	.....	24,095
Thomson.....	23,207	325	.....	23,532
Johnson-Powell.....	12,877	82	.....	12,959
Southeast.....	10,596	705	.....	11,301
E. V. Brown (including library).....	9,430	1,560	.....	10,990
Park View.....	9,318	1,256	.....	10,574
Petworth (including post office).....	8,058	16	.....	8,074
			5,241	5,241
	160,536	77,440	5,241	243,217
Dunbar.....	12,086	11,287	.....	23,373
Lovejoy.....	17,244	.....	.....	17,244
West Washington.....	16,190	762	.....	16,952
Birney.....	10,896	737	.....	11,633
Miner Normal.....	10,255	216	.....	10,471
Burrville.....	9,227	.....	.....	9,227
Cleveland.....	6,823	828	.....	7,651
Deanwood.....	4,869	459	.....	5,328
Temporary center (Garfield).....	110	.....	.....	110
	87,700	14,289	.....	101,989

Divisions 1 to 9..... 243,217  
 Divisions 10 to 13..... 101,989

345,206

NOTE.—There was an attendance of 6,775 persons at the industrial exhibit of the community center department held at the Washington Auditorium under the auspices of the Washington Chamber of Commerce, March, 1925. This is not counted above.

## REPORT OF THE BOARD OF EDUCATION

115

*Funds expended in work of community center department for the year 1924-25*

Public appropriation :

Total available-----	\$33, 400. 00
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Expenditures :

Salaries-----	\$28, 389. 79
Automobile maintenance-----	382. 23
Equipment and supplies-----	4, 560. 00
 Total -----	33, 332. 02
Budget reserve-----	50. 00
	<hr/>
	33, 382. 02

Unexpended balance-----	17. 98
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Trust funds :

Balance on hand July 1, 1924-----	1, 531. 30
Total receipts for year-----	16, 094. 15

 Total available-----	17, 625. 45
Total expenditures for year-----	15, 772. 14

 Balance on hand June 30, 1925-----	1, 853. 31
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Total expenditures for the year :

From public appropriation-----	33, 332. 02
From trust funds-----	15, 772. 14

 Total-----	49, 104. 16
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*Annual report of all centers on trust funds, July 1, 1924, to June 30, 1925*

	Balance, June 30, 1924	Receipts	Disburse- ments	Balance, June 30, 1925
Central High-----	\$139. 19	\$1, 226. 95	\$1, 363. 08	\$3. 06
East Washington-----	614. 15	2, 019. 10	2, 070. 54	562. 71
E. V. Brown-----	132. 03	1, 041. 69	985. 04	188. 68
Johnson-Powell-----	27. 02	749. 34	769. 30	7. 06
Park View-----	33. 34	695. 27	674. 74	53. 87
Petworth-----	0. 00	488. 38	487. 52	. 86
Southeast-----	307. 69	515. 20	553. 85	269. 04
Thomson-----	15. 50	669. 30	672. 38	12. 42
Wilson Normal-----	60. 29	1, 778. 54	1, 724. 17	114. 66
Birney-----	. 06	207. 27	168. 60	38. 73
Burrville-----	0. 00	33. 90	5. 00	28. 90
Cleveland-----	3. 15	79. 25	64. 04	18. 36
Deanwood-----	20. 00	0. 00	12. 00	8. 00
Dunbar-----	3. 11	219. 94	221. 23	1. 82
Lovejoy-----	9. 79	76. 10	79. 40	6. 49
Miner Normal-----	0. 00	33. 05	30. 00	3. 05
West Washington-----	4. 20	15. 00	19. 20	0. 00
	1, 369. 52	9, 848. 28	9, 900. 09	1, 317. 71
Instrumental classes-----	0. 00	894. 00	892. 50	1. 50
Piano classes-----	0. 00	2, 081. 40	1, 763. 38	318. 02
Visual instruction-----	3. 06	0. 00	3. 06	0. 00
Emergency-----	3. 79	1, 080. 60	1, 084. 39	0. 00
General fund-----	2. 00	216. 78	113. 00	105. 78
Pageantry-----	24. 80	15. 00	39. 80	0. 00
Civic celebrations, including drama and pageantry-----	0. 00	56. 72	0. 00	56. 72
Janitor service, special uses-----	128. 13	1, 901. 37	1, 975. 92	53. 58
	161. 78	6, 245. 87	5, 872. 05	535. 60
SUMMARY				
Trust funds of centers-----	1, 369. 52	9, 848. 28	9, 900. 09	1, 317. 71
Other trust funds-----	161. 78	6, 245. 87	5, 872. 05	535. 60
Total of trust funds-----	1, 531. 30	16, 094. 15	15, 772. 14	1, 853. 31

It has been a great pleasure to see good being expressed in so many forms. I deeply appreciate the splendid services of the two general secretaries, Mrs. L. W. Hardy and Mrs. Gabrielle Pelham, and of all of the other interested and capable workers in the department.

I thank you, Mr. Superintendent and Mr. Kramer, Mr. Wilkinson, and Major Wilmarth for assistance given me personally and to our department.

I also am grateful to the members of the community center committee of the Board of Education, Doctor Johnson, chairman, and Mrs. Hodgkins and Mrs. Herron, for their support and cooperation in community activities, and to other members of the Board of Education who, through their counsel and interest, have aided community-center activities during the past year.

Respectfully submitted.

CECIL NORTON BROY,  
*Director Community Center Department.*

